

'Championing children ; making a difference'



ST JOHN'S
A PRIORY ACADEMY



THE
PRIORY
FEDERATION
OF ACADEMIES TRUST

History Curriculum Overview

"We are not makers of History. We are made by History."

Dr Martin Luther King

History at St John's

Our History curriculum ensures children are able to act as Historians and ensures that they have developed a clear knowledge of the History taught. The children will have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Curriculum Drivers



History in Early Years

Children in Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goals

Past and Present

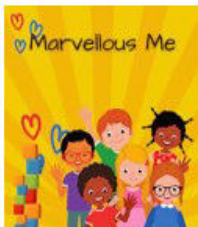





- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, 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.
- 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	MARVELLOUS ME 	LET'S CELEBRATE 	OUR WONDERFUL WORLD 	AMAZING ANIMALS 	ONCE UPON A TIME 	TICKET TO RIDE 
	Past and Present: History Begin to make sense of their own life story and family's history. How things change across time. Baby-adult. Timeline of growth. Timeline of basic day activities.	Past and Present: Comment on images of familiar situations in the past (celebrations) Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past.	Past and Present: Listening to stories and placing events in chronological order.	Past and Present: Children will talk about past and present events in their lives and before they were born. (prehistoric animals) History Figure – Sir David Attenborough	Past and Present: Compare and contrast characters from stories, including figures from the past.	Past and Present: Children will learn about travel in the past and compare it to present day. Children will look at images of different modes of transport from the past and compare to present day.

Threshold Concepts: Year 1 and 2

Milestone 1

Investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Build an overview of world history

Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

Understand chronology

Place events and artefacts in order on a timeline.

Label timelines with words or phrases such as: past, present, older and newer.

Use dates where appropriate.

Recount changes that have occurred in their own lives.

Communicate historically

Use words and phrases such as:

- a long time ago
- recently
- when my parents/carers were children
- years, decades and centuries to describe the passing of time.

Show an understanding of concepts such as:

- nation and a nation's history
- civilisation
- monarchy
- parliament
- democracy
- war and peace.



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Threshold Concepts: Year 3 and 4

Milestone 2

Investigate and interpret the past

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Suggest causes and consequences of some of the main events and changes in history.

Build an overview of world history

Describe changes that have happened in the locality of the school throughout history.

Give a broad overview of life in Britain: from ancient to medieval times.

Compare some of the times studied with those of other areas of interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Understand chronology

Place events, artefacts and historical figures on a timeline using dates.

Understand the concept of change over time, representing this, along with evidence, on a timeline.

Use dates and terms to describe events.

Communicate historically

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- change
- chronology.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.



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Threshold Concepts: Year 5 and 6

Milestone 3

Investigate and interpret the past

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Use sources of information to form testable hypotheses about the past.

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Understand that no single source of evidence gives the full answer to questions about the past.

Refine lines of enquiry as appropriate.

Build an overview of world history

Identify continuity and change in the history of the locality of the school.

Give a broad overview of life in Britain and some major events from the rest of the world.

Compare some of the times studied with those of other areas of interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Understand chronology

Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

Identify periods of rapid change in history and contrast them with times of relatively little change.

Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.

Use dates and terms accurately in describing events.

Communicate historically

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- chronology
- continuity
- change
- century
- decade
- legacy.

Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

Use original ways to present information and ideas.



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Developing Schema Knowledge



Settlements and Location



Beliefs



Society and Culture



Main Events



Travel and Exploration



Conflict



Achievements



Artefacts



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Schema Maps

History Year 1 and 2



Settlements
And Location



Beliefs



Society and
Culture



Main events



Travel and
exploration



Conflict



Achievements



Artefacts

Remembrance	✓		✓	✓		✓		✓
Transport				✓	✓		✓	✓
The Great Fire of London	✓		✓	✓			✓	✓
Explorers: Past and Present	✓		✓	✓	✓		✓	
Lincoln's Buildings	✓	✓	✓	✓		✓	✓	✓
School in the past			✓	✓			✓	✓



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Schema Maps

History Year 3 and 4



Settlements
And Location



Beliefs



Society and
Culture



Main events



Travel and
exploration



Conflict



Achievements



Artefacts

Stone Age to Iron Age	✓	✓	✓	✓	✓			✓
The Romans	✓		✓	✓		✓	✓	✓
Ancient Egypt	✓	✓	✓	✓			✓	✓
Ancient Greece	✓	✓	✓	✓		✓	✓	✓
Saxons and Scots	✓	✓	✓	✓			✓	✓
The Vikings	✓		✓	✓	✓	✓		✓



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Schema Maps

History Year 5 and 6



Settlements
And Location



Beliefs



Society and
Culture



Main events



Travel and
exploration



Conflict



Achievements



Artefacts

Benin Civilisation	✓	✓	✓	✓		✓	✓	✓
Transatlantic Slave Trade	✓		✓	✓	✓	✓	✓	✓
Industrial Revolution	✓		✓	✓	✓		✓	✓
WW2	✓		✓	✓	✓	✓	✓	✓
Lincoln's Role in the World Wars	✓		✓	✓			✓	✓
Crime and Punishment through the ages	✓	✓	✓	✓			✓	✓



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St John's History Long Term Overview

Year	Project 1	Project 2	Project 3
Reception			
Year 1	<u>Remembrance Day</u>	<u>Transport</u>	<u>The Great Fire of London</u>
Year 2	<u>Explorers: Past and Present</u>	<u>Lincoln's Buildings</u>	<u>School in the past: George Boole</u>
Year 3	<u>Stone Age to Iron Age</u>	<u>Roman Lincoln</u>	<u>Ancient Egypt</u>
Year 4	<u>Ancient Greece</u>	<u>Anglo - Saxons and Scots</u>	<u>The Viking and Anglo-Saxon struggle</u>
Year 5	<u>African Benin Civilisation</u>	<u>Transatlantic Slave Trade</u>	<u>Industrial Revolution</u>
Year 6	<u>WW2</u>	<u>Lincoln's Role in the World Wars</u>	<u>Medicine through the ages</u>

National Curriculum Coverage KS1

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Year 1—Transport
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Year 1 -- Great Fire of London Year 1—Remembrance Year 2—Explorers
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	Year 2 -Explorers
significant historical events, people and places in their own locality.	Year 1 - Remembrance Year 2—Schools in the past (George Boole) Year 2—Lincoln's Buildings



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National Curriculum Coverage KS2

changes in Britain from the Stone Age to the Iron Age	Year 3—Stone Age to the Iron Age
the Roman Empire and its impact on Britain	Year 3—Roman Lincoln
Britain's settlement by Anglo-Saxons and Scots	Year 4—Saxons and Scots
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 4—Vikings
a local history study	Year 3—Roman Lincoln Year 6—Lincoln's role in the World Wars
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 5—Industrial Revolution Year 6—WW2 Year 6—Medicine through the Ages
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Year 3—Ancient Egypt
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Year 4—Ancient Greece
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Year 5—Benin Civilisation



St John's History Enrichment

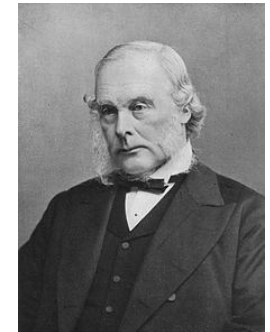
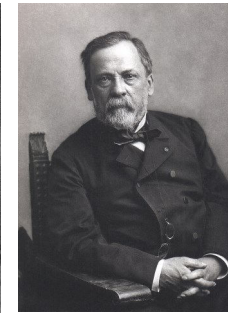
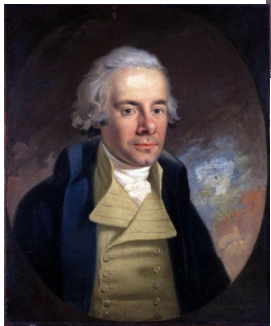
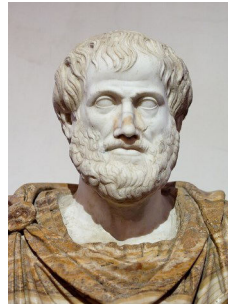
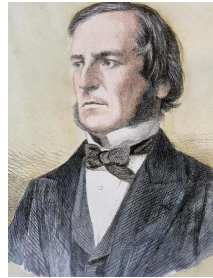
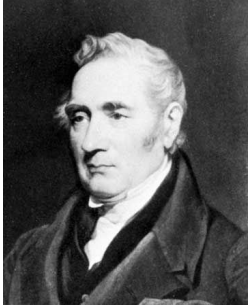
Year	Visits	Visitors	Workshops	Loans Boxes
R				
1	Small group to visit local war memorial	Visit from a Verteran and/or serving member of the Armed Forces	<u>Great Fire of London workshop for KS1 - One Day Creative</u> Booked 1st July 2025	
2	Visit to Lincoln Castle and/or Lincoln Cathedral		<u>The Moon Landing: Neil Armstrong - One Day Creative</u> Booked 17th December 2024 Victorian dress up day	LT21 Investigate Norman Castle Collect 29th March
3	Roman Lincoln walk <u>Romans – Investigate Learning</u>			LT15 Investigate Ancient Egyptians Collect 28th June
4				LT13 Investigate Ancient Greeks Collect 12th October LT17 Investigate Anglo-Saxons Collect 8th Feb LT18 Investigate Vikings Collect 28th June
5			<u>Kingdom of Benin KS2 workshop - One Day Creative</u> Booked 15th October 2024	
6	National Holocaust Centre	Visit from someone working in the NHS		LT46 Investigate World War Two Evacuees Collect 7th December

SEND Adaptations

History-Specific Challenge	Communication & Interaction	Cognition & Learning	SEMH (Social, Emotional & Mental Health)	Sensory & Physical
Accessing written historical texts and sources	<p>Pre-teach key words using image-based vocab mats (e.g., "empire", "invade") E.g., show images of Roman soldiers and the word "empire" during Roman Lincoln unit. This helps pupils decode challenging vocabulary before reading.</p> <p>Use dual coding (pictures + text) E.g., Great Fire of London timeline with illustrations and dates. Visual supports increase memory retention.</p> <p>Role-play or act out source content E.g., re-enacting the Fire of London escape scene using props. This brings abstract written sources to life.</p> <p>Encourage "say what you see" before interpretation E.g., when examining a photo of a war memorial during Remembrance, pupils first describe the statue. Encourages observational skills over assumptions.</p>	<p>Provide simplified/chunked sources E.g., Samuel Pepys diary excerpts rewritten in simple sentences. Reduces cognitive load, improving comprehension.</p> <p>Use schema icons (e.g., icons added next to explorer profiles to indicate the type of source. Helps pupils identify and categorise source types.</p> <p>Add retrieval questions to each extract E.g., Who? When? Why? questions following a paragraph on George Stephenson. Promotes active reading and understanding.</p>	<p>Allow oral responses or drawings E.g., drawing a remembrance poppy instead of writing about its meaning. Reduces anxiety around written tasks and builds confidence.</p> <p>Pair work with source talk roles E.g., one child reads Samuel Pepys' diary; the other summarises it. Builds communication skills and shared responsibility.</p>	<p>Use overlays, coloured rulers, enlarged print E.g., provide coloured overlays when reading WW2 soldier letters. Supports visual tracking and accessibility.</p> <p>Provide tactile artefacts or visual props E.g., children handle Roman coins during Roman Lincoln unit. Engages multiple senses to support recall.</p>
Poor memory and recall of facts/events	<p>Use chants, songs and mnemonics E.g., create a chant to recall the causes of the Great Fire of London. Engages auditory memory and repetition.</p> <p>Revisit key vocabulary regularly E.g., daily review of terms like "chronology" and "artefact" in Explorers unit Also these key words on display boards. Reinforces retention.</p> <p>Display prompts on wall/table E.g., with historical facts. Provides constant visual access to key facts.</p>	<p>Use retrieval grids or low-stakes quizzes E.g., weekly quiz on Stone Age survival techniques. Supports long-term memory.</p> <p>Provide timelines for reference E.g., class timeline updated each lesson in Transport unit. Supports sequencing and historical context.</p>	<p>Praise effort for remembering facts E.g., celebrate remembering Samuel Pepys' role. Builds confidence in learning recall.</p>	<p>Display prompts on wall/table E.g., laminated "remember boards" with historical facts. Provides constant visual access to key facts.</p>
Recording historical investigations or findings	<p>Provide sentence stems or writing frames E.g., "I think this because..." prompts in Explorers unit. Supports structuring thoughts clearly.</p>	<p>Use graphic organisers E.g., cause-effect charts for the Industrial Revolution. Aids logical thinking and organisation.</p>	<p>Offer choices in presentation E.g., storyboard or written account of the Great Fire. Promotes ownership and reduces stress.</p>	<p>Use accessible writing tools E.g., pencil grips, writing slopes. Improves physical comfort and writing output.</p>

	<p>Model oral rehearsal before writing E.g., say findings aloud with a partner before writing about the poppy's meaning. Builds verbal confidence and prepares for written expression.</p>	<p>Allow alternative formats E.g., mind maps, audio recordings of Viking source interpretations. Reduces barriers to demonstrating understanding.</p>		
Sequencing and chronological understanding	<p>Use sequencing words and anchor language E.g., first/next/then/finally when reviewing the Remembrance timeline. Reinforces temporal structure.</p>	<p>Build timelines as a class E.g., layered classroom display timeline from Ancient Egypt to WW2. Aids visualising historical flow.</p> <p>Sort events or artefacts E.g., put transport inventions in order. Supports step-by-step processing.</p>	<p>Use personal timelines first E.g., sequencing own life events before historical ones. Develops empathy and relatability.</p>	<p>Provide tactile resources E.g., velcro ^{velcro} or magnetic timeline strips. Engages physically to support conceptual understanding.</p>
Interpreting and using historical sources	<p>Ask guiding questions orally E.g., "What do you notice in this photo?" during Lincoln Castle lessons. Promotes active engagement.</p> <p>Encourage group discussion before writing interpretations E.g., peer conversations on Viking artefacts. Enables shared meaning-making.</p>	<p>Scaffold inference using question grids E.g., Who? What? Where? Why? for the Apollo 11 mission. Supports systematic analysis.</p> <p>Compare multiple sources E.g., photos + diary excerpts in Great Fire of London. Encourages critical thinking.</p>	<p>Explore perspectives E.g., how would different people view Columbus' journey? Builds emotional literacy and understanding.</p>	<p>Use enlarged, high-contrast visuals E.g., high-resolution WW2 artefact photos. Improves accessibility for all.</p>
Extended attention to historical tasks	<p>Chunk instructions into short steps E.g., break writing about the Stone Age into bullet-pointed tasks. Helps focus and reduces overload.</p>	<p>Use timers or visual countdowns E.g., 10-minute independent task bursts in Ancient Egypt lessons. Improves time management and focus.</p> <p>Use learning breaks with history-themed games E.g., "spot the artefact". Maintains engagement.</p>	<p>Set personal goals and celebrate task completion E.g., sticker chart for completed retrieval quizzes. Motivates and boosts confidence.</p>	<p>Provide movement breaks or standing desks E.g., alternate sitting and standing during source analysis. Supports sensory regulation and stamina.</p>
Understanding and using historical vocabulary	<p>Pre-teach and revisit words orally E.g., discuss and define "empire", "colony" before the Roman Lincoln unit. Reinforces new vocabulary.</p> <p>Use word banks and visuals E.g., "Great Fire" word mats with icons. Boosts language recall.</p>	<p>Pre-teach and revisit words orally E.g., discuss and define "empire", "colony" before the Roman Lincoln unit. Reinforces new vocabulary.</p> <p>Use word banks and visuals E.g., "Great Fire" word mats with icons. Boosts language recall.</p>	<p>Encourage peer teaching E.g., pupils explain a word like "democracy" to each other. Strengthens social learning.</p>	<p>Use large print labels and interactive displays E.g., attach physical symbols to vocab wall. Supports visual memory.</p>
Making links across time periods (schema building)	<p>Use linking phrases in discussion E.g., "This reminds me of..." to compare Ancient Greece and modern government. Promotes analytical talk.</p>	<p>Use of schema E.g., link explorers like Columbus to transport methods studied in Year 1. Reinforces cross-topic understanding.</p>	<p>Use of schema E.g., link explorers like Columbus to transport methods studied in Year 1. Reinforces cross-topic understanding.</p>	<p>Colour-code schemas E.g., use same colours for 'conflict' topics across units. Aids schema development</p>

Key Individuals



History Curriculum

Year 1 – Remembrance Day

Project Question: Is the symbol of the poppy important?

Curriculum Drivers:

Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:

Horizontal –

Vertical – Y6 World Wars

Diagonal -

NC Links:

events beyond living memory that are significant nationally or globally.

significant historical events, people and places in their own locality.

Key Texts



Prior Learning:

In EYFS – children learnt about key festivals that people celebrate and key events in their own lives which they remember and celebrate.

Remembrance Day - BBC Teach

What is Remembrance Day? - BBC Bitesize

Communicate Historically:



Remembrance, memories, past, recently, symbol, war, conflict, armed forces, protect, memorial, commemorate, respect

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



Prior to this lesson, we could ask families for photos of memories the children have experienced so far

To know about our memories of events that have happened to us in our lives so far.

- What do we mean by memories?
- What events do we tend to remember? Birthdays, Christmas, Holidays, starting school, learning a skill for the first time.
- Share teacher's favourite memory – what do they remember from that time?
- Share some of the examples children may have brought in – what do they remember about that event / who they were with?
- Introduce vocabulary of events that have already happened being in the 'past' and phrases such as 'recently' or 'a long time ago' to show difference in time.

Investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Build an overview of world history

Describe historical events.







Describe significant people from the past.





Basic

Identify your favourite memory.

Advanced

Describe your favourite memory using labels / captions where appropriate.

 Main Events  Artefacts	<p>To know different ways we have of remembering events from the past</p> <ul style="list-style-type: none"> • How do we remember what has happened in the past? • We have many ways now to remember: photos, videos, people reminding us, symbols, special objects, memory boxes etc. • Children to discuss how they remember what has happened – do they have a memory book showing what they were like as a baby? • Show children some symbols – do they know what people remember from these? E.g. wedding rings, birthday cake, easter egg, birth certificate, fireworks etc. • Why do people want to remember what has happened in the past and keep these memories? 	<p>Recognise that there are reasons why people in the past acted as they did.</p> <p><u>Understand Chronology</u></p> <p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p> <p><u>Communicate historically</u></p> <p>Use words and phrases such as: a long time ago, recently when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> • nation and a nation's history • civilisation • monarchy • parliament • democracy • war and peace. 	<p><u>Basic</u></p> <p>Match some symbols with what it helps people remember.</p> <p><u>Advanced</u></p> <p>Describe a memory from one of the symbols shown in the lesson.</p>
 Main Events  Conflict	<p>To know what remembrance day is and who we remember</p> <ul style="list-style-type: none"> • Remind us what memories are and what it means to remember. • WW1 happened a long time ago – over 100 years ago. • Armed forces are people who help protect our country. • Many of these people died trying to protect our country and so it is important we remember them and the freedoms they have given us. We remember those who died in the first world war but also those who have died in conflicts since. • WW1 ended on November 11th and we use this day to remember every year. • People may hold a 2 minute silence, or visit a memorial. Money is raised to continue supporting the armed forces and the work they do today. <p>Remembrance Day - CBeebies - BBC CBeebies Poppies animation (youtube.com)</p>	<p>Use words and phrases such as: a long time ago, recently when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> • nation and a nation's history • civilisation • monarchy • parliament • democracy • war and peace. 	<p><u>Basic</u></p> <p>Who do we remember on remembrance day?</p> <p>What happened during WW1?</p> <p><u>Advanced</u></p> <p>Explain why remembrance day is important using information from different sources from the lesson.</p>
 Artefacts  Society and Culture	<p>To know why the poppy is an important symbol people wear to remember</p> <ul style="list-style-type: none"> • In the build up to remembrance day, people often wear poppies. It is the symbol of remembrance. • Poppies were one of the only flowers to grow on the warfields when people were fighting. They still grow on the old battlefields in France and Belgium today. • The Poppy Appeal was started by the Royal British Legion with the money raised by selling poppies helping to support injured soldiers and their families. • It helps people remember those who died in the wars and pay our respects for what they did to keep our country safe. <p>Share story – where the poppies now grow</p>		<p><u>Basic</u></p> <p>Why do we wear a poppy to remember those who have lost their lives?</p> <p><u>Advanced</u></p> <p>Organise information showing why a poppy is the symbol of remembrance.</p>

 <p>Artefacts</p>  <p>Settlements and Location</p>	<p>To know what a memorial is and why they are important.</p> <ul style="list-style-type: none"> • A memorial is a statue or structure there to remind people of a certain person or event. • There are many war memorials across the country. • Show war memorials in Bracebridge Heath and Lincoln city centre. • In London, our capital city, on remembrance day, many people march past the Cenotaph which is a war memorial. • People often visit these on remembrance day – many have names of soldiers who lost their lives on them. • Some lay poppy wreaths as a sign of respect and to show they are remembering. <p>**Group of children to visit the Bracebridge Heath war memorial as part of this topic and lay St John's wreath for remembrance day** Buddy up Y1/Y6</p>		<p><u>Basic</u> What is a memorial?</p> <p>Where is our local war memorial?</p> <p><u>Advanced</u> Explain what our local war memorial is like and why it is an important place for people</p> <p>**Visit where possible**</p>
 <p>Settlements and Location</p>  <p>Society and Culture</p>	<p>To know how people around the world commemorate remembrance day</p> <ul style="list-style-type: none"> • It's not just the UK who commemorate remembrance day – soldiers across the world lost their lives during wars and conflicts and they are remembered too. • France – shops, businesses and banks all close. They wear the Bleuet de France (blue cornflower) as their symbol of remembrance. • Other countries like Australia, Poland and Belgium wear the poppy but not as observed as in the UK • Children to identify countries on a world map who commemorate remembrance day on 11th November – place poppies on the large world map in the library on these countries. • Services and marches take place in most of these countries to remember those who have lost their lives. 		<p><u>Basic</u> List some countries who, like the UK, commemorate remembrance day.</p> <p>Label these countries on a world map.</p> <p><u>Advanced</u> Describe what other countries do on remembrance day – what is the same as what we do and what is different?</p>
<p>Review project question: Is the symbol of the poppy important?</p>			

History Curriculum

Year 1 – Changes in transport

Project Question: Has transport got better?

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

Vertical – Year 2 Explorers,

Year 4 Vikings

Year 5 Industrial Revolution

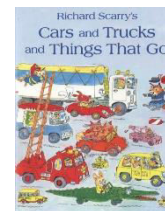
Diagonal -

NC Links:

*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

Key Texts & Reading Threads



Prior Learning:

KS1 Topics: Travel and transport - BBC Teach

Communicate Historically:



Past, present, transport, environment, pollution, transportation, goods, exploration, modern, engine, models, attempt, significant, achievement, future, development

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



Main Events

In each lesson, build up a timeline showing the transport covered in that lesson to be added to in each subsequent lesson so children can gain sense of chronology and where the transport covered in that lesson fits in with other developments.

To know modes of transport from the past and the present

- What transport do we use today? How do we get to school? What about going on holiday?
- What do you think transport was like in the past? Did cars and aeroplanes always exist? What do you think we had before them?
- Identify some of the earliest modes of transport from a long time ago – examples could be sedan chair, horse and carriage, camels, sailing ships, omnibus – use sources to show images / photos / drawings of these.
- What problems may transport in the past have had? Slow, difficult to cross environments, strength needed from humans/animals.

Investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Build an overview of world history

Describe historical events.

Describe significant people from the past.

Basic





List the names of some transport from the past.

Describe the features of some of the modes of transport from the past.

Advanced

Compare transport from the past to transport of today using words such as similar and different.

<div data-bbox="107 98 226 220"> <p>Travel and Exploration</p> </div> <div data-bbox="271 98 389 220"> <p>Main Events</p> </div>	<p>In each lesson, build up a timeline showing the transport covered in that lesson to be added to in each subsequent lesson so children can gain sense of chronology and where the transport covered in that lesson fits in with other developments.</p> <p>To know how boats have changed over time and their uses</p> <ul style="list-style-type: none"> Look at different boats from the past and present. Which do you think are boats we use today and which were used in the past? <p>Use following examples</p> <p>*Viking longship, Egyptian boat (made from papyrus plant) Galleon boat, yacht, ferry, cargo ship, submarine, speedboat.</p> <ul style="list-style-type: none"> Explore uses of these boats from the past e.g. transporting goods from one place to another, exploring the world, going to battle, fishing for food. Explore uses of some boats today – travel, transportation, rescuing, holidays, exploration. Focus on Viking longship – the Vikings lived nearly 1000 years ago. Their ships helped them in many ways <p>Use video source Viking traders and explorers - BBC Bitesize Viking longships - 1st level People, past events and societies - BBC Bitesize</p>	<p>Recognise that there are reasons why people in the past acted as they did.</p> <p><u>Understand Chronology</u></p> <p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p> <p><u>Communicate historically</u></p> <p>Use words and phrases such as: a long time ago, recently when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> nation and a nation's history civilisation monarchy parliament democracy war and peace. 	<p><u>Basic</u></p> <p>What were boats used for in the past?</p> <p>What were Viking boats called?</p> <p><u>Advanced</u></p> <p>Describe the features of a Viking longboat and what they were used for.</p> <p>Answer the question: How have boats changed?</p>
<div data-bbox="107 769 226 890"> <p>Main Events</p> </div> <div data-bbox="259 769 378 890"> <p>Achievements</p> </div>	<p>In each lesson, build up a timeline showing the transport covered in that lesson to be added to in each subsequent lesson so children can gain sense of chronology and where the transport covered in that lesson fits in with other developments.</p> <p>To know about the invention of the steam train and how trains have changed the way people live.</p> <p>* Around 250 years ago, Britain was beginning to change from a country of farms and villages to a land of factories and big cities. This was called the Industrial Revolution</p> <p>* George Stephenson – didn't go to school and worked in coal mines from age of 14.</p> <p>*He worked out that steam and coal could be used to power an engine and that trains needed to run on rails to work better.</p> <p>* In 1829, built 'the rocket.' It could transport people and the first train went between Manchester and Liverpool at 36mph. People had never travelled so fast before!</p> <p>*Modern trains use electricity from overhead to power them. Some trains travel underground and the Eurostar travels underwater from England to France. Trains now travel between 60-120mph.</p> <p>KS1: Travel and transport. 5: Tremendous trains - BBC Teach</p>		<p><u>Basic</u></p> <p>Who was George Stephenson?</p> <p>When did he build 'the rocket?'</p> <p>How did the first steam train work?</p> <p><u>Advanced</u></p> <p>Organise information about George Stephenson</p> <p>Why was the steam engine an important invention?</p>

 <p>Main Events</p>  <p>Artefacts</p>	<p>In each lesson, build up a timeline showing the transport covered in that lesson to be added to in each subsequent lesson so children can gain sense of chronology and where the transport covered in that lesson fits in with other developments.</p> <p>To know how cars have changed over time</p> <ul style="list-style-type: none"> • 1885 – first car with an engine invented by Benz ‘Benz Patent Motorwagen’ in Germany • Steam had been used to power carriages before then (recap about steam power from train lessons) • Share different evolutions / models of cars using photograph sources: Ford Model T (1908) Austin 7 (1922) Volkswagen Beetle (1938) Mini (1959) Toyota Corolla (1966) • Compare the Benz with a car today – how many wheels? Safety features? Speed? Protection against weather etc. • How have modern cars improved? • Negatives of modern cars – pollution, impact on air quality and what can be done to help with this e.g. electric cars, car sharing, using public transport etc. 		<p>Basic When was the first engine car invented and by who?</p> <p>List some differences between the first types of car and modern cars.</p> <p>Advanced Compare the first type of car with modern cars by using different sources to identify their features.</p> <p>Explain why modern cars can cause damage to the environment and what we can do to stop this.</p>
 <p>Main Events</p>  <p>Achievements</p>	<p>In each lesson, build up a timeline showing the transport covered in that lesson to be added to in each subsequent lesson so children can gain sense of chronology and where the transport covered in that lesson fits in with other developments.</p> <p>To know about the first aeroplane flight and its significance.</p> <ul style="list-style-type: none"> • Early attempts at flight and why they were unsuccessful Man's Early Flight Attempts (youtube.com) <p>Wright Brothers "Great Inventors: The Wright Brothers" by Adventure Academy (youtube.com) The Invention of the Airplane (youtube.com)</p> <ul style="list-style-type: none"> • Interested in flying from a young age – favourite toy as children was a helicopter powered by a rubber band • Went into business together – fixing and selling bicycles • 1899 began experimenting with building aircrafts • 1903 built the Wright Flyer 1 – it flew for 12 seconds and was a success! It was the first ‘heavier than air’ machine that took off under its own power • Compare the Wright Flyer and modern aeroplane – what’s the same and what is different? • Why are aeroplanes important? What do we use them for? 		<p>Basic Who invented the first aeroplane?</p> <p>When did it first take successful flight?</p> <p>Advanced Organise information about the Wright brothers.</p> <p>Explain why the first flight was important.</p>



Travel and Exploration

To know what the transport of the future may be like and developments still to be made.

[KS1: Travel and transport. 6: The future of transport - BBC Teach](#)

- What new modes of transport did you see in the video?
E.g. use of drones, jet packs, space travel.
- What is good about new methods of transport being developed? – better for the Earth, less pollution
- Why is space travel and exploration important?

Think back to all the transport covered in this unit and look back at the timeline that has been created since the start.

Which is your favourite type of transport?

Can we answer our project question – Has transport got better?
Why or why not?

Basic

List some types of transport that may be used in the future.

Which is your favourite type of transport covered in this project?

Advanced

Has transport got better? Why or why not? Give reasons.

Review project question: Has transport got better?

History Curriculum

Year 1 – The Great Fire of London

Project Question: Could the Great Fire of London have been put out sooner?

Curriculum Drivers:

Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:

Horizontal –

Vertical –

Diagonal -

NC Links:

*events beyond living memory that are significant nationally or globally

Key Texts & Reading Threads



Prior Learning:

[The Great Fire of London for schools | Museum of London](#)
[The Great Fire of London - BBC Bitesize](#)
[History KS1: The Great Fire of London - BBC Teach](#)

Communicate Historically:



Bakers, spread, fireproof, resistant, diary, extracts, reliable, eyewitness, damaging, homeless, escape, flammable, rebuilt

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



Settlements and Location

Main Events

To know what London was like in the past

- Locate London on a map and remind ourselves of it being the capital city of England.
- What do we know about London now?
- Travel back in time 350 years ago and what London was like in 1666.
- Look at some image cards – which are present and which are past?
- How was transport different? How were the buildings different? How were jobs different?

Investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Basic

Which country is London in?

Describe what London was like in the past

Advanced

Compare what London was like in the past (1600s) and what London is like now.



Main Events

To know what happened during the Great Fire of London

- When: 2nd September 1666
- Where: Baker's shop on Pudding Lane owned by Thomas Farriner
- Within 3 days the fire had destroyed more than 13,000 homes and buildings and 87 churches including St Paul's cathedral. The fire spread very quickly!

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Build an overview of world history

Describe historical events.





Describe significant people from the past.

Basic

When and where did the fire start?

Describe how the fire started

Advanced

	<ul style="list-style-type: none"> People had to use horse drawn carts to bring up water as there were no fire engines. People tried to escape on boats on the River Thames Although the fire was very damaging – not many people died at all but many were left homeless. <p>History KS1: 1. Why did The Great Fire of London happen? - BBC Teach</p>	<p>Recognise that there are reasons why people in the past acted as they did.</p> <p><u>Understand Chronology</u> Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p> <p><u>Communicate historically</u> Use words and phrases such as: a long time ago, recently when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> nation and a nation's history civilisation monarchy parliament democracy war and peace. 	<p>Create a timeline with some key events from the days of the fire ordered on to this.</p>
 <p>Artefacts</p>	<p>To know how we know so much about the Great Fire of London</p> <ul style="list-style-type: none"> How do you think we know so much about the Great Fire of London even though it was 350 years ago and no one alive now would have been there? Samuel Pepys, a man living in London, started to write a diary about what was happening. There are no photos as cameras you could carry hadn't been invented yet. Share some extracts from Samuel Pepys diary – children to determine what we learn reliable them about the fire. Importance of the how trustworthy a source is – Samuel Pepys was really there and saw the fire happening as he was writing so it's important however, people all remember events differently so it's important to compare with other sources as well. 		<p><u>Basic</u> What was the name of the writer who kept a diary during the fire?</p> <p>What is an extract?</p> <p><u>Advanced</u> Explain what Samuel Pepys diary tells us about the events of the Great fire of London.</p> <p>Compare Samuel Pepys account of the fire with another historical source</p>
 <p>Settlements and Location</p>  <p>Main Events</p>	<p>To know why the Great fire of London spread so quickly and burnt down so many houses</p> <ul style="list-style-type: none"> Houses were made of wood and thatched roofs – very flammable Houses were built very closely together making the fire quick to spread It was windy which made the fire spread quicker. There wasn't an organised fire service. <p>History KS1: 2. What happened during The Great Fire of London? - BBC Teach</p>		<p><u>Basic</u> What factors played a key part in the fire spreading?</p> <p>Use a map to show how quickly the fire spread</p> <p><u>Advanced</u> Explain why the Great Fire of London was so big and spread so quickly.</p>
 <p>Society and Culture</p>	<p>To know how the Great Fire of London affected the city and the lives of those who experienced it.</p> <ul style="list-style-type: none"> Around 100,000 made homeless Many had to camp in fields outside of London – disease spread quickly and the harsh winter cost lives. Rich people could find houses in areas of London not affected but paid lots more than before the fire. Others left London altogether and went to other places in the UK. <p>People's lives - The Great Fire of London</p>		<p><u>Basic</u> What happened to people after the Great Fire of London?</p> <p><u>Advanced</u> Compare people's lives before and after the Great fire of London? What changed?</p>



Achievements



Settlements and Location

To know how London was rebuilt and what we have learnt from the Great Fire of London.

- King Charles II ordered for houses to be rebuilt using stone and brick.
- St Paul's Cathedral was rebuilt (took 35 years)
- Streets were made wider
- Water pipes were rebuilt so it was easier to send water from the Thames to houses.

[History KS1: 3. What happened after The Great Fire of London? - BBC Teach](#)

Basic

What materials did the King order for houses in London to be rebuilt with?

How long did St Paul's cathedral take to rebuild?

Advanced

Create a model / drawing for the new London rebuilt after the fire with key features.

Review project question: Could the Great Fire of London have been put out sooner?

History Curriculum

Year 2 – Explorers: Past and Present

Project Question: **Would you like to be an explorer?**

Curriculum Drivers:

Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:

Horizontal –

Vertical – Year 5 Transatlantic Slave Trade

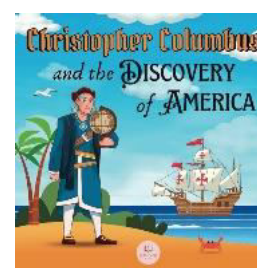
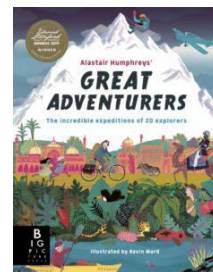
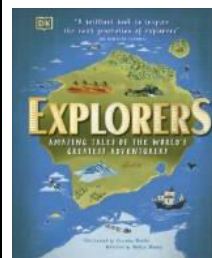
Diagonal -

NC Links:

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

events beyond living memory that are significant nationally or globally

Key Texts & Reading Threads



Prior Learning:

Year 1 Transport – children looked at Galleon boats and that these were used for exploring the world. They also looked at methods of transport for space exploration.

Who was Christopher Columbus? - BBC Bitesize

Communicate Historically:



Explorer, significant, expedition, journey, transport, equipment, achievement, treasures, enslaved, discoveries, trade, astronaut, sailor, samples, experiments, crew

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



To know what an explorer is and what makes a person significant.

What is an explorer?

- Explorers go on long journeys called expeditions to find out more about a place or a group of people.
- These journeys take a lot of planning, are often expensive, require special equipment and use different modes of transport.
- Do the children know any explorers? Show some examples such as Amelia Earhart, Gertrude Bell, Roald Amundsen, Edmund Hilary – use images that give clues as to what / where they explored for the children to infer from.

What makes a person significant?

- Significant means more than just important. A person can be described as significant if they have made a change in history or contributed to a development or achievement.

Investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Build an overview of world history

Describe historical events.

Describe significant people from the past.

Basic






What is an explorer?







What might an explorer need?

List some explorers from the past.

Advanced

Explain what is meant by 'significant'

	<ul style="list-style-type: none"> Why may explorers be significant? They may have discovered new places that people didn't know about or met new people. They had to overcome difficult and dangerous conditions in order to find out more about the world. 	<p>Recognise that there are reasons why people in the past acted as they did.</p> <p><u>Understand Chronology</u> Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p> <p><u>Communicate historically</u> Use words and phrases such as: a long time ago, recently when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> nation and a nation's history civilisation monarchy parliament democracy war and peace. 	
 <p>Settlements and Location</p>  <p>Travel and Exploration</p>	<p>To know who Christopher Columbus was, where he went and his journey there.</p> <ul style="list-style-type: none"> Christopher Columbus was a sailor. His boats were called Santa Maria, Pinta and Nina. In 1492, he went on an expedition looking for Asia. This was over 500 years ago – there were no sat navs, mobile phones, google earth etc. Many people thought the world was flat and that you would sail off the end of it! Columbus believed that the world was round and that he should travel west rather than east like everyone had done so before. In doing so, he discovered the America. Show his journey on a world map – where he set off from (Europe, Spain), where he was heading to (Asia) and where he actually ended up (Americas) King and Queen of Spain helped fund his journey – set off with his 3 ships – uncomfortable journey, rough seas, men had to work in shifts and sleep on decks, had to pump water to stop ship from sinking Journey took longer than expected – food and water were running low. It took 36 days to find the first island in the Bahamas. <p><u>Who was Christopher Columbus? – BBC Bitesize</u></p>	<p><u>Understand Chronology</u> Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p> <p><u>Communicate historically</u> Use words and phrases such as: a long time ago, recently when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> nation and a nation's history civilisation monarchy parliament democracy war and peace. 	<p><u>Basic</u> Where was Columbus aiming to sail for? Where did he actually sail to?</p> <p>Describe Christopher Columbus' journey</p> <p><u>Advanced</u> Plot the key parts of Christopher Columbus' expedition on a world map.</p> <p>Organise information about Christopher Columbus.</p>
 <p>Settlements and Location</p>  <p>Society and Culture</p>  <p>Main Events</p>	<p>To know the positive and negative impacts of Christopher Columbus' expedition</p> <ul style="list-style-type: none"> When Christopher Columbus discovered The Americas, people were already living there however the land became known as 'the new world' and he claimed the countries as the property of Spain. The people living there had no weapons to defend themselves. Columbus even took some of the people back to Europe with him against their will, becoming enslaved. He also took historic treasures from their lands back to Spain. His discoveries proved that the world was not flat and he was able to bring back information to Europe about a whole new continent that most people didn't even know existed. He discovered a completely new part of the world which led to greater trade between countries. He also encouraged future explorers who gained confidence by what he did and his bravery and navigation skills. 	<p><u>Understand Chronology</u> Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p> <p><u>Communicate historically</u> Use words and phrases such as: a long time ago, recently when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> nation and a nation's history civilisation monarchy parliament democracy war and peace. 	<p><u>Basic</u> Name some of the things Columbus took back to Spain with him.</p> <p>What does enslaved mean?</p> <p><u>Advanced</u> Agree or disagree – Columbus' expedition had a positive impact on the world.</p>

 <p>Achievements</p>  <p>Main Events</p>	<p>To know who Neil Armstrong was and his role as a space explorer</p> <ul style="list-style-type: none"> • If we move forward over 400 years, then it wasn't just Earth that was being explored but also Space. • Neil Armstrong was an astronaut and space explorer and is significant because he was the first person to walk on the Moon. • He first became a pilot and flew over 200 different types of aircraft – retrieve information from other famous pilots the children have learnt about in Y1 (Wright brothers) • In 1962, he was accepted to be a NASA astronaut. • Answer Qs such as “What do you think he wanted to find out about space? Why did he want to be an astronaut?” • Investigate astronaut training – what is it like? What is difficult about it? – Remember expeditions are difficult, long journeys so it wouldn't have been easy 		<p>Basic Find out what NASA stands for</p> <p>List some key information about Neil Armstrong.</p> <p>Advanced Identify some questions that you would want to ask Neil Armstrong about being an explorer</p>
 <p>Main Events</p>  <p>Achievements</p>  <p>Travel and Exploration</p>	<p>To know more about the Apollo 11 mission and the impact the moon landing had on the world.</p> <ul style="list-style-type: none"> • Apollo 11 Mission – Neil Armstrong the commander with Buzz Aldrin and Michael Collins with him. 16TH July 1969 • The Moon landing was shown on TV all around the world – 600 million people watched. • First words when taking a step on the Moon were “one small step for man, one giant leap for mankind.” • Conducted scientific investigations, collect rock and dust samples from the Moon to bring home. It has helped us learn more about space and the Moon. • Their footprints still remain on the Moon surface as there's no weather • Neil Armstrong is the most famous person from this Mission however it was only a success because of the roles many people played – ensure children know about Katherine Johnson and the fact that it was her maths skills which planned the route the astronauts should take to the Moon. 		<p>Basic When was the Apollo 11 Mission?</p> <p>What did the astronauts do while on the Moon?</p> <p>Who was Katherine Johnson?</p> <p>Advanced Why was travelling to the Moon seen as such an important event?</p> <p>Explain what makes Neil Armstrong a significant person.</p>
 <p>Main Events</p>	<p>To know the similarities and differences between the lives and achievements of Columbus and Armstrong.</p> <p>Recap both the expeditions learnt about in this project – Columbus discovery of The Americas and Neil Armstrong's expedition to the Moon.</p> <p>Use key details and knowledge to identify what was similar and different about their expeditions e.g.</p> <ul style="list-style-type: none"> • Their journeys and the transport they used • What equipment they needed 		<p>Basic List some things that were the same about their expeditions.</p> <p>What was different?</p> <p>Advanced Organise information comparing and contrasting both expeditions.</p>

	<ul style="list-style-type: none">• Their crew• The impact of their expeditions on other people• What they did when they reached their destination		Which expedition do you think was the most important and why?
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Review project question: Would you like to be an explorer?

History Curriculum

Year 2 – Lincoln's Buildings

Project Question: Is Lincoln special?

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

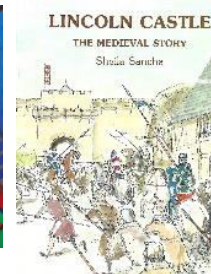
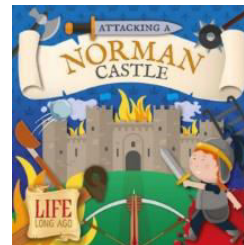
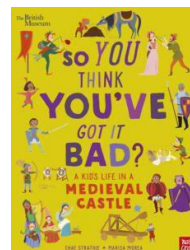
Vertical – Year 3 Roman Lincoln

Diagonal –

NC Links:

significant historical events, people and places in their own locality

Key Texts & Reading Threads



Proximity, Normans, resistance, conflict, fortress, motte, bailey, keep, medieval, knight, banquet, joust, jester, defence, tournament, preservation, listed, architecture

Prior Learning:

Our History – Lincoln Castle

[roi2-h-209-motte-and-bailey-castle-hotspots-information-poster_ver_2.pdf \(twinkl.co.uk\)](#)

[Castles - Year 1 - P2 - History Collection - BBC Bitesize](#)

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



To know some interesting buildings found in Lincoln

Use photograph sources to show children the following buildings in Lincoln:-

- Lincoln Castle, Lincoln Cathedral, Newport Arch, Water Tower, Lincoln Guildhall, Exchequer Gate

Locate these buildings on a map of Lincoln showing their location and proximity to one another. Also use Google Earth to show locations.

Use the photograph / drawing sources of the buildings now and front the past for children to infer / deduce:

- What they think the building is and is/was used for?
- The features of the building
- Has the building changed from when it was first built to what it looks like now using the drawings / photo sources

Investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Build an overview of world history

Describe historical events.

Describe significant people from the past.

Basic







List some interesting buildings found in Lincoln.




Describe some interesting buildings uses the sources from the lesson.

Advanced

Explain what some of these interesting buildings were built / used for.

Using the sources, compare whether these buildings have changed / altered over time.

	Give children a brief description about each building, what it was used for in the past and if it's still used now and why they are important.	Recognise that there are reasons why people in the past acted as they did.	
 Settlements and Location  Conflict	To know why Lincoln castle was built and its key features <ul style="list-style-type: none"> Built in 1068 by the Normans under order of William the Conqueror who was facing resistance and conflict from the North of the kingdom. It was one of a number of castles he ordered to be built to strengthen his hold on power. Centuries earlier, the Romans had built their fortress in the same place. The Normans used the remaining stone walls from the Roman city. Location was important – on a hill so that it had far reaching views (easy to defend) but also to serve as reminder to the population that the Normans were in charge. Design of Lincoln castle is motte and bailey – raised mound of land (motte) and an enclosed courtyard (bailey) A tower was known as a keep. 	<u>Understand Chronology</u> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives. <u>Communicate historically</u> Use words and phrases such as: a long time ago, recently when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of concepts such as: <ul style="list-style-type: none"> nation and a nation's history civilisation monarchy parliament democracy war and peace. 	<u>Basic</u> When was Lincoln Castle built and who ordered this? <u>Advanced</u> Draw a diagram of a Motte and Bailey castle, labelling its key features. Explain why William the Conqueror needed to build castles.
 Society and Culture  Main Events	To know what daily life was like in a medieval castle What was Life like in a Medieval Castle? – CastlesandTurrets Life in a castle English Heritage (english-heritage.org.uk) Castles were very busy places in medieval times. Daily life would have included:- <ul style="list-style-type: none"> Preparations for banquets or celebrations in the great hall / kitchen duties from servants Religious worship in the chapel Knights practising their defence skills Machinery / weapons made Tournaments including jousting, archery, sword fights and wrestling. Jesters were on hand to entertain / tell jokes. 		<u>Basic</u> Describe what would have happened in a medieval castle. <u>Advanced</u> Organise your own information about daily life in a medieval castle, organised into relevant areas.
 Society and Culture  Main Events	To know what different peoples experiences would have been like in a medieval castle. Retrieve some of the aspects of daily life covered in last lesson. Focus on the life of different people within a castle and their contrasting experiences. Lord / Lady of the castle <ul style="list-style-type: none"> Most important people in the castle. Lived in the safest parts of the castle Spent most of their time with guests, enjoying feasts and being entertained. 		<u>Basic</u> What were some of the roles of people in a medieval castle? Describe what different roles did within the castle.

	<p>Knight</p> <ul style="list-style-type: none"> Take part in jousting tournaments, on horseback. Even though it wasn't a real fight, it could still be dangerous. Protect and defend the castle from attacks Knights were important – when made a knight, they would be given a pay rise, a plot of land and a sword. <p>Servant</p> <ul style="list-style-type: none"> In Summer, worked from 5.30am to 7pm. Slept wherever there was space in the castle Were given uniforms in their Lord's colours but were paid very little and given very few days off Gong-farmer was most unpleasant job – there were no flushing toilets in medieval time so the toilet would be a wooden board with a hole in it. The gong (poo) would fall through. Gong farmers had to scoop the poo into baskets and wheelbarrows and take it off to fields to be used as fertiliser. 		<p>Advanced</p> <p>Compare and contrast the experiences of different people within the castle. Who had the better experiences and who had the worse?</p>
 <p>Main Events</p>  <p>Beliefs</p>	<p>To know when Lincoln cathedral was built and some key features</p> <ul style="list-style-type: none"> Started to be built in 1072 (completed in 1092) as ordered by William the Conqueror to Remigius de Fecamp, the first Bishop of Lincoln Place this date on a timeline to show the closeness in date to the building of Lincoln Castle In England during the Middle Ages, nearly everyone believe in God. Christianity was the only religion in England at the time Would have been a place for communal worship and rituals. Has had to be rebuilt several times –fire in 1124, earthquake in 1185, and tower collapsed in 1237 Key features – Dean's eye window, chapter house, Soldier's chapel 		<p>Basic</p> <p>When did Lincoln Cathedral start being built and when was it completed?</p> <p>What are some of the features of Lincoln Cathedral?</p> <p>Advanced</p> <p>Place some key dates from events about Lincoln Cathedral on a timeline.</p> <p>Explain why the Cathedral would have been an important building in the medieval period.</p>
 <p>Artefacts</p>  <p>Achievements</p>	<p>To know why the preservation of historic buildings is important</p> <ul style="list-style-type: none"> Lincoln Castle and Cathedral are Grade 1 Listed Buildings If a building is listed as Grade 1, this is because it is the site of exceptional national or historical importance. They are at the top of the list for protection and preservation. Any improvements or changes to the building need to be approved by a committee. <p>It is important to preserve historic buildings because</p> <ul style="list-style-type: none"> We can continue to learn more about their origins. Helps to remember a town or city's interesting past Increases tourism and attracts visitors. Provides examples of architecture from the past 		<p>Basic</p> <p>What is meant by preservation?</p> <p>Advanced</p> <p>Explain why preservation is important.</p> <p>What would happen if we stopped protecting important historic buildings?</p>

	7 reasons it's important to undertake historical building restoration - SCE (stonecleaningexperts.co.uk)		
Review project question: Is Lincoln special?			

History Curriculum

Year 2 – School in the past

Project Question: Is school better now than it was in the past?

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

Vertical – Y5 Industrial Revolution

Diagonal -

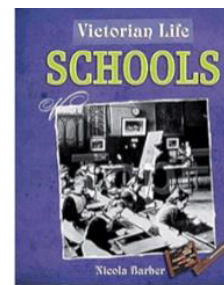
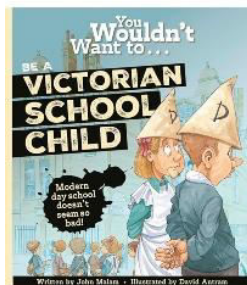
NC Links:

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

the lives of significant individuals in the past who have contributed to national and international achievements.

significant historical events, people and places in their own locality

Key Texts & Reading Threads



Prior Learning:

The Victorian School

Education in Victorian Britain - Simple History

Victorian lives - The National Archives

Communicate Historically:



Compulsory, law, Act, strict, qualification, rote, lines, detention, cane, dunce, coding

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



Main Events

To know when and why it became compulsory for children to attend school.

*At the start of the Victorian era, most children didn't go to school and worked long, often dangerous hours in factories.

*In 1840s, ragged schools started (volunteer led schools for families who couldn't afford to send children to school)

*1860s – more schools established but many not free.

*1870 – headteachers had to now be qualified. Buildings had to be reasonable quality and schools were inspected to ensure they were meeting good standards.

*1880 Education Act made it compulsory for 5-10 year olds to attend school.

* Government decided that it was important for the future of the country for children to be educated and it became a priority.

Investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Build an overview of world history

Describe historical events.



Basic

List some key date about education reform on a timeline.

What is meant by compulsory? When did school become compulsory in Britain?

Advanced

Explain why the government decided that children should go to school.

 <p>Artefacts</p>	<p>To know what classrooms and equipment were like in Victorian school.</p> <p>Use sources first for children to infer / deduce what Victorian classrooms were like – what do the sources tell us about Victorian classrooms?</p> <p>uks2 victorians blk schools s3 r1.pdf</p> <ul style="list-style-type: none"> *Windows were high up to stop children daydreaming / looking out the window. *Classrooms were very cold, lit by gaslight *Sit in rows watching a teacher write on a blackboard. *Children used a slate – would use a quill dipped in ink. *Classrooms were poorly equipped – may be an abacus or a map of the world. 	<p>Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><u>Understand Chronology</u> Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p>	<p><u>Basic</u> Label a Victorian classroom with some of its key features.</p> <p><u>Advanced</u> Explain what the sources tell you about Victorian classrooms and equipment.</p>
 <p>Society and Culture</p>  <p>Main Events</p>	<p>To know what teachers and lessons were like in Victorian schools.</p> <ul style="list-style-type: none"> *Teachers were very strict. * Most teachers were unmarried women who stopped teaching if they became married. Fewer men taught because pay was poor. * Teachers didn't need to have any qualifications – they just learnt on the job. <p>*Lessons focused on 3Rs – Reading, wRiting and aRithmetic. * Most learning was 'rote.' Children would learn by chanting and repeating what the teacher said and then writing it down many times. *Boys and girls would be separated for some subjects – girls did needlework and boys did woodwork.</p>	<p><u>Communicate historically</u> Use words and phrases such as: a long time ago, recently when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> • nation and a nation's history • civilisation • monarchy • parliament • democracy • war and peace. 	<p><u>Basic</u> What were the 3 Rs? What is meant by 'rote' learning?</p> <p><u>Advanced</u> Describe what lessons were like in a Victorian classroom. Why didn't many men teach in Victorian classrooms?</p>
 <p>Society and Culture</p>  <p>Artefacts</p>	<p>To know what punishment for children was like in Victorian schools.</p> <p>Use St John's punishment logbook as a first-hand source for the lesson.</p> <ul style="list-style-type: none"> *Victorian teachers used a cane to punish children who behaved badly in lessons – they would be hit on the bottom or across the back of the hand. * Other punishments included lines – writing the same statement many times. * Children who made a mistake were forced to wear a dunce hat and stand in the corner for up to an hour. <p>Children to identify some of the reasons for punishment at St John's from the logbook.</p>		<p><u>Basic</u> List some of the punishments used in Victorian schools Identify some of the punishments recorded in the St John's logbook from the 1880s</p> <p><u>Advanced</u> Explain the different punishments used in Victorian classrooms. What would it have been like as a child to receive some of these punishments?</p>



Society and Culture

To know how school today compares with school in the past.

Retrieve information from the previous 3 lessons about school buildings, resources, teachers, lessons and punishments.

*Compare those headings with school today. What is the same and what is different?

* Building and resources – then = few resources, blackboards, chalk and slate – now = electronic whiteboards, lots of resources, ICT

* Teachers – then = unmarried women, unqualified now = men and women, have to have been to university and have qualification

* Lessons – then = boring, rote learning, only teacher talking, now = interactive, groupwork, children can ask questions.

*Punishments – then = cane, dunce, lines – now = restorative approach, reflection time, loss of playtime, parents informed.

Basic

List some things that are the same about school now and some things that are different about school now compared to Victorian times.

Advanced

Compare and contrast many features of Victorian schools to present day schooling.

School is better now than it was in the past. Do you agree or disagree with this statement? Why?

Basic

What are George Boole's achievements?

Advanced

Organise information about George Boole and his achievements. Why should he be celebrated?



Achievements

To know more about George Boole, a famous teacher from Lincoln.

[Timeline of Life Events - His Life George Boole 200](#)
[Official Biography | His Life | George Boole Biography |](#)
[The Life and Work of George Boole | George Boole 200](#)

*George Boole was forced to leave school at 16 to work to support his family.

* He taught himself languages and mathematics.

*He opened his own school in Lincoln and taught there to support his family.

*He began to research Maths even more and was awarded the first gold medal for Maths by the Royal Society.

* He went on to discover Maths teachings that are still used today especially in computer coding.

* As well as this – he had good morals – he supported the Lincoln Early Closing Association which aimed to make sure people working in shops worked no more than a ten hour day in order to improve their physical and mental health. The association achieved this in 1847 in Lincoln and Boole gave a victory speech about this.

Review project question: Is school better now than it was in the past?

History Curriculum

Year 3 – Stone Age to Iron Age

Project Question: Were significant advancements made from the Bronze Age to the Iron Age?

Curriculum Drivers:

Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:

Horizontal –

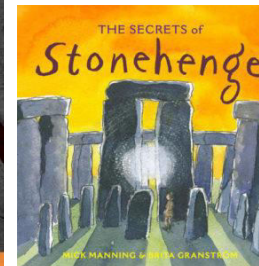
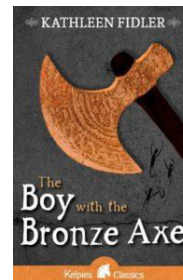
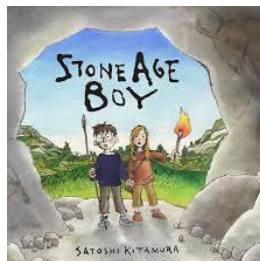
Vertical – Year 3 – Ancient Egyptian period was running concurrently with some time of this era.

Diagonal -

NC Links:

changes in Britain from the Stone Age to the Iron Age

Key Texts & Reading Threads



Prior Learning:

Children's learning about Castles in Year 2 has links with the idea of hillforts for defence during the Iron Age.

Communicate Historically:



Prehistoric, hunter gatherers, nomadic, migration, settlement, monument, ceremonies, sacrifice, ritual, hillfort, druids, advancements

Knowledge Schema



Core Knowledge

To know when the Stone Age was and how early humans survived.

The Stone Age – Years 3/4 and P4/5 History Collection - BBC Bitesize

- Earth is approximately 4.5 billion years old
- Stone Age covers a vast amount of time from approx. 800,000BC to 2,500BC in Britain.
- It is a prehistoric period – meaning before written records of History were kept.
- Dinosaurs had been extinct for millions of years before the first humans.
- Survived by: using stone tools, hunting animals, shelter in tents made from animal skins and bone or caves, nomadic lifestyle moving from place to place to hunt for food. (Hunter gatherers – had to hunt or forage)

Concepts and Milestones

Investigate and Interpret the Past

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiry.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of History.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

PoP Tasks

Basic





Describe how people found food during the Stone Age.







List some foods Stone Age Humans ate.

Advanced

Explain the changes that took place in how people found food during this period

Organise information about how early humans survived during the Stone Age

	<ul style="list-style-type: none"> Started to create fire using sparks from stones but this was much later on. 	Suggest causes and consequences of some of the main events and changes in History.	
 <p>Artefacts</p>  <p>Settlements and Location</p>	<p><u>To know how we have found out more about life in the Stone Age</u></p> <p><u>What is Skara Brae? - BBC Bitesize</u></p> <p>Skara Brae is a prehistoric settlement where a farming community lived over 5000 years ago.</p> <ul style="list-style-type: none"> Discovered in 1850 when a big storm blew away sand covering the Stone Age houses. Use photos to learn what Stone Age houses were like and how people would have lived: <ul style="list-style-type: none"> *use of passageways *stone shelves – dressers *lower doorways *fire pits in the middle <p>Cave Paintings from the Stone Age:</p> <ul style="list-style-type: none"> Chauvet Cave shows many paintings. Different theories for why it was created. Use of animals – success from hunting or a call to spirits. Used as a form of communication – no writing at this time. Paint was from natural materials – rocks, bone, woods, charcoal ground down 	<p><u>Build an Overview of World History</u></p> <p>Describe changes that have happened in the locality of school throughout History</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u></p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing things, along with evidence, on a timeline.</p>	<p><u>Basic</u></p> <p>What was found at Skara Brae?</p> <p>Describe some of the cave paintings found from the Stone Age</p> <p><u>Advanced</u></p> <p>Compare information from Skara Brae and the cave paintings. What do they both tell us about life in the Stone Age?</p> <p>Investigate Skara Brae and what it informs us about settlements in the Stone Age.</p>
 <p>Artefacts</p>  <p>Society and Culture</p>	<p><u>To know how life in the Bronze Age differed from the Stone Age</u></p> <p><u>KS2 History: Bronze Age Britain (animation) - BBC Teach</u></p> <ul style="list-style-type: none"> Bronze Age started at different times in different places. People travelled spreading their knowledge (Migration). In Britain, it followed the stone age and lasted for around 1500 years. Copper was added to tin to make bronze, a strong metal. Copper could be mined. Made stronger weapons and tools but also decorative items such as capes / jewellery and items for use in the home. Bronze tools led to more effective farming – easier to clear areas and grow more crops <p>Amesbury Archer – grave of a bronze age man buried with over 100 objects. What can we learn about the Bronze Age from his grave?</p> <p><u>What was life like in the Bronze Age? - BBC Bitesize</u></p>	<p>Use dates and terms to describe events.</p> <p><u>Communicate Historically</u></p> <p>Use appropriate Historical vocabulary to communicate.</p> <p>Including</p> <ul style="list-style-type: none"> Dates Time period Era Change Chronology <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p><u>Basic</u></p> <p>When did the Bronze Age start in Britain and how did knowledge spread?</p> <p>What was bronze used for and how did it make life easier?</p> <p><u>Advanced</u></p> <p>Explain what we can learn from the Amesbury Archer's grave about life in the Bronze Age.</p>

 <p>Artefacts</p>  <p>Settlements and Location</p>	<p><u>To know about the Bronze Age settlement of Stonehenge and what its purpose was</u></p> <ul style="list-style-type: none"> • Giant stone monument in Wiltshire which was started in the Stone Age and completed in the Bronze Age (taking hundreds of years) • Features of Stonehenge • It would have taken a huge effort to build Stonehenge – stones carried on rafts down the river, pulled along the ground using log rollers or sledges, huge stones would have been raised with ropes. • Debate and uncertainty over what Stonehenge was used for. Different beliefs include: <ul style="list-style-type: none"> *study the sun and moon (like a giant calendar) *religious ceremonies *sacrifices 		<p><u>Basic</u> How was Stonehenge built?</p> <p><u>Advanced</u> Explain what Stonehenge may have been used for.</p> <p>Describe the features of Stonehenge.</p>
 <p>Society and Culture</p>  <p>Beliefs</p>  <p>Main Events</p>	<p>To know how the use of Iron led to further changes in Britain and to what beliefs were held.</p> <p><u>KS2 History / PSHE and Social Studies: Discovering iron in Iron Age Britain - BBC Teach</u></p> <ul style="list-style-type: none"> • 800BC – around the start of the Iron Age to AD43 and the arrival of the Romans • The use of iron made farming easier still and settlements grew in size. • People living in Britain in the Iron Age were known as Celts • Tools such as swords, ploughs, potters wheels and their uses in Iron Age Britain. • People in Iron Age Britain believed in powerful spirits. • Priests known as druids led religious ceremonies and gave precious offerings to the spirits. • Festivals such as Imbolc – to welcome the birth of the first lambs. 		<p><u>Basic</u> What tools did people use during the Iron Age? How did they make life easier?</p> <p>What were the beliefs of people in Iron Age Britain?</p> <p><u>Advanced</u> Compare tools from the Iron Age to the Stone Age – how did they become more effective?</p> <p>Explain some of the beliefs of people in the Iron Age.</p>
 <p>Settlements and Location</p>	<p><u>To know about hillforts and how people lived in the Iron Age</u></p> <ul style="list-style-type: none"> • Lived in communities on hillforts, surrounded by walls and ditches and defended by warriors. • Families lived in round houses • One roomed homes with fire pit in the middle and beds made from straw around the walls • Land was protected for farming in a hillfort. <p><u>KS2 History / PSHE and Social Studies: Iron Age forts and tribes - BBC Teach</u></p>		<p><u>Basic</u> Label on a diagram some key features of an Iron Age hillfort.</p> <p><u>Advanced</u> Describe what hillforts were like in the Iron Age and why they were built on hills.</p> <p>Compare how homes changed between the Stone Age to the Iron Age.</p>
<p>Review project question: Were significant advancements made from the Bronze Age to the Iron Age?</p>			

History Curriculum

Year 3 – Roman Lincoln

Project Question: Can we tell the Romans lived here?

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

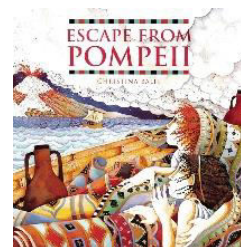
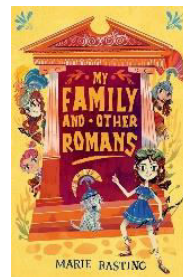
Vertical –

Diagonal –

NC Links:

a local history study
the Roman Empire and its impact on Britain

Key Texts & Reading Threads



Prior Learning:

Children to know that the Roman period was running concurrently with the Iron Age previously studied.

Communicate Historically:



Rome, empire, republic, invade, resist, emperor, territory, boundaries, resistance, colonia, allies

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



Main Events

To know when the Roman Empire existed and some key events from this era.

Locate Rome on a map and identify this as the starting place for the Roman Empire.

Show images linking with the key events below. What can the children infer happened during the Roman empire and why that might have been? What do they already know?

- Building of Rome started in 753BC – legend has it by two brothers Romulus and Remus.
- 509BC – Rome became a republic – meaning decisions were made by an elected government
- 55BC – Julius Caesar tried to invade Britain but was unsuccessful
- 43AD – Emperor Claudius invades Britain
- 60-61AD – Boudicca led an army to resist the Romans settlement in Britain

Investigate and Interpret the Past

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiry.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of History.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Suggest causes and consequences of some of the main events and changes in History.





Build an Overview of World History



Basic





Label a timeline with the key dates in the history of the Roman Empire. Highlight key dates.

Advanced

Compare the Roman empire timeline with the Iron Age in Britain understanding the Iron Age ended with the Roman invasion of Britain.

	<ul style="list-style-type: none"> 80 AD – Rome’s Colosseum opens 80AD – Lindum Colonia (modern Lincoln) was built 122AD – Hadrian’s Wall is built 410AD – Roman rule in Britain ends. <p>Compare the timing of these events with other periods studied so far e.g. the Iron Age learnt about in the previous unit.</p> <p>How can the children try and remember some of these key dates / events?</p>	<p>Describe changes that have happened in the locality of school throughout History</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	
 Conflict  Main Events	<p>To know about the Romans attempted invasion in 55-54BC</p> <ul style="list-style-type: none"> By 55BC, the Romans had built a strong empire because of the strength and effectiveness of their army. Eventually, they turned their attention to Britannia (Britain) The Romans wanted the resources (like lead mines) and land of Britain for themselves. They also wanted to take the British people as their slaves. In 55 BC, the Roman leader, Julius Caesar, took his army of 10,000 across the English Channel with the intent to invade Britain. He wanted revenge on Britain because they had helped the Celtic tribes in France against the Romans When a storm destroyed lots of their ships, Julius Caesar and his remaining army returned to nearby France. One year later in 54BC, Julius returned with 25,000 army The British tribes agreed to pay the Romans to leave them alone. Caesar did not think Britain was worth a long war for and had other problems in the empire so he agreed and returned to Rome. <p>History: Romans: Why Did the Romans Invade Britain? LKS2 Lesson Pack 2 (twinkl.co.uk) Why did Julius Caesar come to Britain? - 1st level People, past events and societies - BBC Bitesize</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u> Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing things, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p> <p><u>Communicate Historically</u> Use appropriate Historical vocabulary to communicate.</p> <p>Including</p> <ul style="list-style-type: none"> Dates Time period Era Change Chronology <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p><u>Basic</u> What was the name of the Emperor who unsuccessfully tried to invade Britain?</p> <p>Describe why the Romans wanted to invade Britain.</p> <p><u>Advanced</u> Explain what happened during the attempted invasions of 55BC and 54BC</p>
 Conflict  Main Events	<p>To know about the Romans successful invasion 43AD</p> <ul style="list-style-type: none"> Almost 100 years after the first two attempted invasions, the Romans came back to invade again this time led by Emperor Claudius in 43AD, with around 40,000 men They landed on the beaches in Kent and battled inland, storming through hillforts Some Celts agreed to live by Roman laws and pay taxes so could keep their kingdoms – others chose to fight. Some battles lasted a long time! 		<p><u>Basic</u> Name the Emperor who successfully invaded Britain</p> <p>Describe why Hadrian’s wall was built</p> <p><u>Advanced</u> Compare the successful invasion in 43AD with the unsuccessful invasions earlier.</p>

	<ul style="list-style-type: none"> History sources state that Claudius brought an African elephant to Britain which he paraded on when riding into one of the new cities. Britian then remained part of the Roman Empire for nearly 4 centuries! The Romans couldn't invade what is now Scotland (in those days named Caledonia. Tribes in this area (known as pict) had grouped together to fight the Romans and defend their land. The Picts kept invading the Roman territories and causing trouble. In 122AD, Emperor Hadrian ordered a wall to be built from coast to coast to separate their territories with Caledonia – to stop the Picts getting in and as a way of controlling the border. It took 6 years to complete and the ruins of it can still be seen today. <p>KS2 History: The Romans. 4: The Romans in Britain - BBC Teach</p> <p>Hadrian's Wall English Heritage (english-heritage.org.uk)</p>		<p>Organise information about Hadrian's Wall listing key facts about it.</p>
<div data-bbox="109 695 246 852">  <p>Conflict</p> </div> <div data-bbox="264 695 398 852">  <p>Main Events</p> </div>	<p>To know about resistance to Roman rule in Britian</p> <ul style="list-style-type: none"> Some Celts agreed to live by Roman laws and pay taxes so could keep their kingdoms – others chose to fight. Some battles lasted a long time! In AD 60, Boudica was ruler of the Iceni tribe in the east of England. She had been married to King Prasutagus and they had two daughters. The Iceni tribe had allied themselves to the Romans in order to keep the peace and their lands but everything had changed when Boudica's husband died. When Boudica's husband died, in his will, he left half of his wealth to his daughters and half to Nero, the Roman emperor, hoping this gesture would keep the peace. When the Roman tax collectors seized all the Iceni lands and wealth and enslaved a number of the tribespeople, Boudica objected. Boudica managed to persuade other Celt tribes to join her and they destroyed the Roman towns of Colchester, London and St Albans! Boudica and her tribes lost the final battle against the Romans but we still remember her as a brave, fierce warrior. A Roman writer Cassius Dio wrote about her but never met her. Apparently he spoke with soldiers who fought against her. How reliable does that make his writings? <p>History: Who Was Boudicca and Why Did She Rebel? LKS2 Lesson (twinkl.co.uk)</p>		<p>Basic</p> <p>Who led the Iceni tribe against the Romans?</p> <p>What did Cassius Dio write about Boudica?</p> <p>Advanced</p> <p>Organise information about Queen Boudica.</p> <p>Explain how reliable Cassius Dio's writings about Boudica are and discuss your reasons.</p>

	KS2 History: Boudica and The Roman Invasion - BBC Teach Boudicca & the Roman Invasion The Story of Britain BBC Teach (youtube.com)		
 Society and Culture  Achievements	<p>To know about the 'Romanisation' of Britain and the legacy the Romans left.</p> <p>Can you remember what life was like in Britain before the Romans invaded? Use this to retrieve information about the Iron Age, work and hillfort settlements of the people</p> <ul style="list-style-type: none"> Buildings – most buildings from the iron age were round and made of wood. Romans introduced us to walls and stone Roads – wide and straight used to travel from place to place, necessary for such a vast empire! Currency – Although some tribes had made coins before the Romans, they weren't used to purchase things. The Romans brought in their own coinage which could be used across the empire. Religion – Romans introduced Christianity to Britain Language – introduced Latin as the written language for Britain – many of our words today come from Latin Roman Numerals – can still be seen on clocks and we learn about them in Maths! Law – Roman law forms the basic framework for civil law, the most widely used legal system today <p>What did the Romans do for us? - BBC Teach</p>		<p><u>Basic</u> List some different examples of Roman legacy.</p> <p><u>Advanced</u> Explain which of the examples of Roman legacy looked at in the lesson you think has the greatest impact on how we live our lives today.</p> <p>Justify your answer giving reasons why.</p>
 Settlements and Location  Artefacts	<p>To know about Lincoln as a Roman settlement and what the ruins help us understand about life in Roman Britain.</p> <p><i>This will also involve a trip including the Roman walk of Lincoln looking at aspects of Lindum Colonia still in existence today.</i></p> <p><u>Romans – Investigate Learning</u></p> <ul style="list-style-type: none"> Lindum Colonia was the name of the Roman Settlement which is now the city of Lincoln A Colonia was a settlement for retired soldiers sanctioned by the Emperor. Features still existing which help us learn more about Roman life include:- <ul style="list-style-type: none"> *Roman Wall at East Bight – aqueduct or water supply *Newport Arch – archway *Roman Upper East Gate *Colonnades 		<p><u>Basic</u> Describe why it is important for Lincoln to preserve the Roman ruins</p> <p><u>Advanced</u> Investigate Lindum Colonia and what the Roman ruins in Lincoln tell us about Roman life.</p>
<p align="center">Review project question: Can we tell the Romans lived here?</p>			

History Curriculum

Year 3 – Ancient Egypt

Project Question: Were the Ancient Egyptians significant?

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

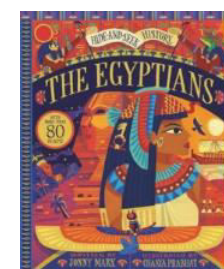
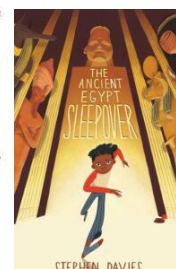
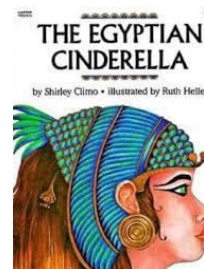
Vertical – Ancient Greece Y4 – another ancient civilisation providing opportunities to compare different aspects of life.

Diagonal -

NC Links:

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Key Texts & Reading Threads



Prior Learning:

Children learnt about Stone Age – Iron Age with the Ancient Egypt civilisation running concurrently with stages of this.

Children learnt about the Roman empire in the previous unit

Children learnt about Egyptian boats as part of Transport in Y1 – understanding why boats were important in the past.

[Ancient Egypt - KS2 History - BBC Bitesize](#)

[Ancient Egypt facts and history \(nationalgeographic.com\)](#)

Communicate Historically:



Ancient, civilisation, concurrently, hieroglyphs, pyramids, reign, conquer, merchants, Pharaoh, polytheistic, afterlife, ritual, mummification, preservation, architecture, tomb, irrigation

Knowledge Schema



Core Knowledge

To know the geographical features and early history of Ancient Egypt

- Locate Egypt on a map – discuss key features e.g. North East of Africa.
- Ancient Egypt – 3000BC to 30BC. Place on a timeline. Recap previous learning of Stone Age / Bronze Age and Iron Age and that these periods were running concurrently to one another. Also The Roman Empire and its timeline which runs simultaneously.
- Place some key events to be covered in the project in chronological order for context:
3200BC – hieroglyphs used for recording
2640BC – first pyramid built
1539BC – Valley of the kings is started

Concepts and Milestones

Investigate and Interpret the Past

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiry.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of History.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

PoP Tasks

Basic



Place some key events from Ancient Egypt on a timeline.






Locate Ancient Egypt on a map.

Advanced

Explain why people settled near the Nile.

Compare time periods of Ancient Egypt with other areas studied.

	<p>1332BC – 10 year reign of Tutankhamun 30BC – Romans conquer Egypt</p> <ul style="list-style-type: none"> People settled in Nile Valley – used the river for trade, transportation, bathing, drinking <p>KS2 History: Ancient Egypt. The River Nile - BBC Teach</p>	<p>Suggest causes and consequences of some of the main events and changes in History.</p> <p><u>Build an Overview of World History</u></p> <p>Describe changes that have happened in the locality of school throughout History</p>	
 <p>Society and Culture</p>	<p><u>To know about daily life and society in Ancient Egypt</u></p> <ul style="list-style-type: none"> Social structure in Ancient Egypt(Egyptian social pyramid) There were three main social structures in Ancient Egypt (Upper class which included royal family, rich landowners, army officers and doctors). (Middle class consisting of merchants and manufacturers). (lower class which was unskilled workers mainly farmers). Jobs included: bakers, scribes, priests, merchants, craftspeople Food was grown along the banks of the Nile. Rich people ate meat, eggs, figs and grapes. Poor people ate bread and onions Contrast lives between rich and poor – food, entertainment, jobs etc. 	<p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u></p> <p>Place events, artefacts and historical figures on a timeline using dates.</p>	<p><u>Basic</u></p> <p>List some of the items Egyptians ate.</p> <p>What were some of the jobs that Ancient Egyptians had?</p> <p><u>Advanced</u></p> <p>Compare the experiences of the rich in Ancient Egypt and the poor.</p> <p>Explain the Egyptian social pyramid</p>
 <p>Beliefs</p>	<p><u>To know the importance of religion and beliefs in Ancient Egyptian culture</u></p> <p>History KS2: The afterlife in Ancient Egypt - BBC Teach</p> <ul style="list-style-type: none"> Polytheistic – believed in lots of Gods Belief in many Gods / Goddesses – including Ra (God of Sun) Amun (God of creation) Believed in an afterlife – a place they went to called Duat. Rituals and ceremonies of Ancient Egypt Process of mummification – preserving the body for the afterlife. <p>History KS2: Mummification in Ancient Egypt - BBC Teach</p>	<p>Understand the concept of change over time, representing things, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p> <p><u>Communicate Historically</u></p> <p>Use appropriate Historical vocabulary to communicate.</p> <p>Including</p> <ul style="list-style-type: none"> Dates Time period Era 	<p><u>Basic</u></p> <p>List some Gods the Egyptians believed in.</p> <p>What does Polytheistic mean?</p> <p><u>Advanced</u></p> <p>Explain the process of mummification and why it was important to Egyptians.</p>

 Achievements	<p>To know some key Egyptian architecture</p> <p>KS2 History: Ancient Egypt. Pyramids - BBC Teach</p> <p>KS2 History: Ancient Egyptian beliefs and the construction of the pyramids - BBC Teach</p> <ul style="list-style-type: none">Used as tombs for the burial of Pharaoh's alongside their greatest treasures.Built near to the river so that the blocks needed for building them could be transported.Early pyramids based on a step design (said to be a way for the deceased Pharaoh to ascend to the Sun)Very large inside and filled with many rooms with the burial chamber at the heart.Great Sphinx (structure) kept watch over the Pyramids as well as human guards.Walls were decorated with hieroglyphics	<ul style="list-style-type: none">ChangeChronology <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Basic</p> <p>What are hieroglyphics?</p> <p>Why were the Pyramids built close to the River Nile?</p> <p>Advanced</p> <p>Organise information about the Pyramids. What do they tell us about Egyptian beliefs and society?</p>	
 Society and Culture	 Artefacts		<p><u>To know more about Tutankhamun and what we can learn from sources.</u></p> <p>Who was Tutankhamun? - BBC Bitesize</p> <p>KS2 History: Ancient Egypt. King Tutankhamun - BBC Teach</p> <ul style="list-style-type: none">Pharaoh's were the Kings of Egypt and ruled over the land, collected taxes, enforced the law and led the army.Tutankhamun's father made unpopular changes when he was Pharaoh. When Tutankhamun became Pharaoh at only 9 years old, his advisors wanted to distance him from the changes his father had made. He therefore changed religion back to how it was before which brought stability back to Egypt.Tutankamun ruled as a boy only for a short time.His tomb was discovered in tact and full of treasures in 1922.Use photos to discuss what was found in the tomb and Howard Carter's experiences discovering the tomb	<p>Basic</p> <p>Who discovered Tutankhamun?</p> <p>List some items found in Tutankhamun's tomb</p> <p>Advanced</p> <p>Explain what we can learn about life in Ancient Egypt from what was found in Tutankhamun's tomb</p> <p>Organise information about Tutankhamun and his role as Pharaoh.</p>
 Achievements	 Main Events		<p><u>To know some key achievements of the Ancient Egyptians</u></p> <ul style="list-style-type: none">Developed irrigation – flooding preventionMade paper and developed system of writing (hieroglyphics)Built pyramids / templesDevelopment of medicine <p>Why were these significant? What impact did they have? What is the lasting legacy?</p>	<p>Basic</p> <p>List some significant Egyptian inventions.</p> <p>Advanced</p> <p>Explain what irrigation is and why it was important to the Egyptians.</p> <p>Explain what makes the Ancient Egyptians significant.</p>
<p>Review project question: Were the Ancient Egyptians significant?</p>				

History Curriculum

Year 4 – Ancient Greece

Project Question: Did the Ancient Greeks have a positive impact on the life we live today?

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

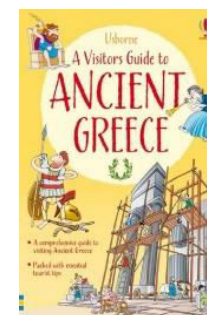
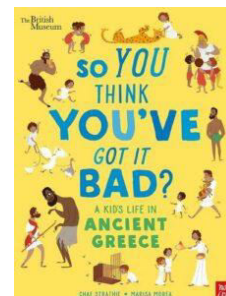
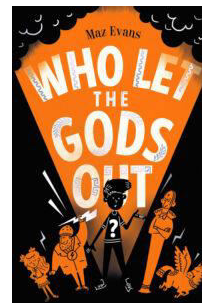
Vertical – Ancient civilisation studied in Y3 – focusing on the same aspects such as beliefs, architecture etc.

Diagonal –

NC Links:

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Key Texts & Reading Threads



Prior Learning:

Children have learnt about another Ancient civilisation – Ancient Egypt at the end of Year 3. This unit builds on the learning from that topic with the children encouraged to compare civilisations and what they both achieved.

[Ancient Greece - KS2 History - BBC Bitesize](#)

[KS2 Ancient Greece - BBC Teach](#)

[Ancient Greece | British Museum](#)

Communicate Historically:



State, governed, democracy, Parthenon, philosopher, scholar, political, monarchy, tyranny, oligarchy, temples, columns, architecture

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



Settlements and Location



Main Events

To know the location of the Ancient Greek civilisation and the dates of some key events.

- Locate where Ancient Greece was on a map – slightly different to where Greece is today. Parts of modern day Turkey were in Ancient Greece
- Not a single country – dozens upon dozens of islands in which were self-governed states.
- 80% of the civilisation was mountains
- Surrounded by Mediterranean, Aegean and Ionian seas used for trade / transport.
- From around 800BC to 31BC – compare this to Ancient Egypt timeline. Ancient Greece came later but there was some crossover.
- Focus on chronology and placing on a timeline some key events linked to the learning to come in the project

Investigate and Interpret the Past

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiry.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of History.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.




Basic







Label Ancient Greece on a map with some key Geographical features

Label a timeline with some important dates from Ancient Greek history.

Advanced

Provide a chronology of important events in Ancient Greek history. How do they compare to Ancient Egypt events? (See Y3 planning)

	<p>*776BC – First Olympic Games *508BC – Democracy is introduced *432BC – Parthenon in Athens is completed *431BC – War between Athens and Sparta (2 states) *386BC – Greek philosopher Plato founds a school called the Academy of Athens *336BC – Alexander the Great becomes King *146BC – Rome defeats Greece making it part of the Roman Empire.</p>	<p>Suggest causes and consequences of some of the main events and changes in History.</p> <p><u>Build an Overview of World History</u> Describe changes that have happened in the locality of school throughout History</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p>	
 <p>Society and Culture</p>  <p>Conflict</p>	<p>To know the political organisation and different types of government in Ancient Greece. Wide variety of Government types and systems of rule in Greece mainly because the people of Greece never seemed to settle on who should rule and how</p> <ul style="list-style-type: none"> • 4 main types – democracy, monarchy, oligarchy, tyranny • Focus on Athens and Sparta – one a democracy and one a monarchy and how the way they ruled affected the experiences of citizens living there. • Lasting impact of democracy – experienced in many western countries today including the UK and its one of the British Values. 	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u> Place events, artefacts and historical figures on a timeline using dates.</p>	<p><u>Basic</u> What is meant by 'democracy?'</p> <p>List the differences between how Sparta and Athens were ruled.</p> <p><u>Advanced</u> Organise information about the Greek systems of government</p> <p>Explain how the experiences of citizens in Athens and Sparta would have been different because of the way they were ruled.</p>
 <p>Beliefs</p>	<p>To know the religious beliefs of the Ancient Greeks</p> <ul style="list-style-type: none"> • Greeks believed Gods and Goddesses watched over them, living at Mount Olympus in a palace in the clouds. • Zeus was King of the Gods • Each God or Goddess had control and power over a particular aspect of life. Some examples:- *Hades – King of the Underworld (Dead) *Hera- Goddess of marriage and women *Athena – Goddess of wisdom and war *Poseidon – God of the Sea • Greek built temples to their Gods and Goddesses and would visit the temples to pray or take offerings if they needed their help <p>What did the ancient Greeks believe in? - BBC Bitesize</p>	<p>Understand the concept of change over time, representing things, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p> <p><u>Communicate Historically</u> Use appropriate Historical vocabulary to communicate.</p> <p>Including</p> <ul style="list-style-type: none"> • Dates • Time period • Era • Change 	<p><u>Basic</u> List some Greek Gods and Goddesses</p> <p>What did the Greeks build temples for?</p> <p><u>Advanced</u> Organise information about some Greek Gods and Goddesses</p> <p>Compare the Ancient Greek religious beliefs with those of the Ancient Egyptians. What was similar and what was different?</p>

 Settlements and Location  Society and Culture  Artefacts	<p>To know some key Greek buildings and architecture and their use in daily life.</p> <p>Architecture was important to the Ancient Greeks and they designed many beautiful buildings which were also useful.</p> <p>Some examples still exist today showing how well they were built.</p> <ul style="list-style-type: none"> • Use of columns (doric, ionic, Corinthian) • Temples (including the Parthenon) • Open air theatres • Sports stadiums • Stoas <ul style="list-style-type: none"> • Use sources / photos to identify what we can learn from the architecture and the use of the different buildings in daily life. • Show some modern buildings such as British museum in London, US Capitol building and Walhalla Memorial Building – how have these been influenced by Greek architecture? 	<ul style="list-style-type: none"> • Chronology <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Basic</p> <p>Name some famous Greek buildings</p> <p>Advanced</p> <p>Explain the characteristic features of Ancient Greek architecture</p> <p>Find evidence that Greek architecture is still popular today.</p>
 Artefacts  Achievements	<p>To know some key Greek scholars and philosophers and their ideas.</p> <p>Ancient Greeks placed great importance on learning and education. Philosopher = a person who studies the nature of knowledge and reality with an importance on thinking</p> <p>Scholar = a person who is highly educated and continues to study</p> <ul style="list-style-type: none"> • Socrates • Plato • Hippocrates • Aristotle <p>*Review key beliefs and findings and how these still impact modern society today e.g. doctors still take the Hippocratic oath and teachers still use the Socratic method of question and answer</p>		<p>Basic</p> <p>List some famous Greek philosophers and scholars.</p> <p>Advanced</p> <p>Explain what we can learn from any writings recorded at the time from philosophers.</p> <p>Organise information about a key Greek philosopher.</p>
 Achievements	<p>To know the influence of Greek achievements in the western world.</p> <p>Use this as a time to retrieve some key information from the project:</p> <ul style="list-style-type: none"> • Government systems – democracy • Architecture – use of columns / stoas • Philosophy – ideas still used in the western world today • Alphabet and language – hundreds of words we use come from the Greek language • Sport – Olympic games <p>What has the impact of these been on the western world? How would the world be different without what the Greeks did?</p> <p>How did the ancient Greeks change the world? - BBC Bitesize</p>		<p>Basic</p> <p>List the different achievements and contributions of the Ancient Greeks.</p> <p>Advanced</p> <p>Create an argument to answer the question ‘Did the Ancient Greeks have a positive impact on the life we have today?’</p>
<p>Review project question: Did the Ancient Greeks have a positive impact on the life we have today?</p>			

History Curriculum

Year 4 – Anglo-Saxons and Scots

Project Question: Did the Anglo-Saxons have a greater impact on modern Britain than the Romans?

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

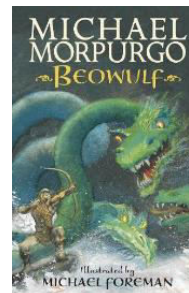
Vertical –

Diagonal -

NC Links:

Britain's settlement by Anglo-Saxons and Scots

Key Texts & Reading Threads



Prior Learning:

Children have studied the Romans which provide a comparison study to this project.

Communicate Historically:



Invaders, retreat, kingdoms, paganism, superstitious, converted, literature

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



To know about the arrival and settlement of the Anglo Saxons and Scots in Britain.

- By 410AD, the last of the Romans had left Britain to go and defend their home territory as they were under increasing threat from external invaders.
- Britain was left to its own devices for the first time in 400 years!
- Scots came from Ireland and claimed land in Scotland, splitting it into 4 kingdoms. They were a constant threat to the Britons and it was even harder to fight them off without support from the Romans.
- The Anglo-Saxons were a mix from Germany, Denmark and Netherlands. They started invading Britain who again were vulnerable from no Roman protection.
- The British fought hard against the Anglo Saxons but by about 600AD they had either been forced to escape or had been taken as slaves. Those who escaped retreated mainly to Wales and Cornwall and the rest of Britain was split into

Investigate and Interpret the Past

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiry.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of History.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Suggest causes and consequences of some of the main events and changes in History.




Build an Overview of World History




Basic


Create a map showing the Anglo-Saxon kingdoms of Britain.

Advanced

Explain how the Scots and Anglo-Saxons settled in Britain.

	<p>7 kingdoms: Northumbria, Essex, Wessex, Sussex, Mercia, Kent, East Anglia</p> <p>Anglo Saxons & Scots: The Invaders LKS2 Lesson Pack 1 (twinkl.co.uk) Lesson: The Anglo-Saxons come to Britain KS2 History Oak National Academy (thenational.academy)</p>	<p>Describe changes that have happened in the locality of school throughout History</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	
 <p>Settlements and Location</p>  <p>Achievements</p>	<p>To know how the Anglo-Saxons influenced Britain through the place names they established</p> <p>Recap the 7 kingdoms established by the Anglo Saxons in Britain from last lesson.</p> <ul style="list-style-type: none"> Share the meaning of the different place names of these kingdoms: <ul style="list-style-type: none"> *Northumbria – Land of people living north of the River Humber *East Anglia – Comes from the fact that the Angles first settled here. *Sussex – South Saxons *Wessex – West Saxons *Essex – East Saxons *Mercia – Border People *Kent – The jutes who settled here calling themselves ‘Kentings’ Towns ending in –ham – ford and –worth also come from the Anglo Saxons <p>History: Anglo Saxons and Scots: Place Names LKS2 Lesson Pack 2 (twinkl.co.uk) Anglo Saxon Place Names KS2 History (youtube.com)</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u> Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing thigs, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p> <p><u>Communicate Historically</u> Use appropriate Historical vocabulary to communicate.</p> <p>Including</p> <ul style="list-style-type: none"> Dates Time period Era Change Chronology 	<p>Basic Investigate Anglo-Saxon place names using an atlas, labelling them on a UK map.</p>
 <p>Society and Culture</p>	<p>To know what everyday life was like in a typical Anglo-Saxon village.</p> <ul style="list-style-type: none"> The Saxons preferred to live very differently to the Romans who had established large towns in Britian during their rule. Anglo-Saxons chose to live in small villages which were often set up by clearing away a part of a forest. Lived in family houses which were built around a central hall where the village chief lived. Village jobs – clearing/ploughing ground, grinding flour, growing crops, tending livestock, blacksmiths, woodworkers, jewellers Life in the home and life for children. 	<p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Basic Describe what life was like in an Anglo-Saxon village.</p> <p>List some jobs that would be had in an Anglo-Saxon village</p> <p><u>Advanced</u> Organise information about village life.</p> <p>Explain the experiences of a child in an Anglo-Saxon village.</p>

	<p>History: Anglo Saxons and Scots: Village Life LKS2 Lesson Pack 3 (twinkl.co.uk)</p> <p>What was life like in Anglo-Saxon England? - The Anglo Saxons - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</p> <p>Who were the Anglo-Saxons? - BBC Bitesize</p>		
 <p>Beliefs</p>	<p>To know about the religion and beliefs of the Anglo Saxons and how this changed over time.</p> <ul style="list-style-type: none"> • Early Anglo-Saxons were Pagans • The Romans had brought Christianity to Britain but the Anglo-Saxons brought their Pagan religion with them and Christianity ceased to be the main religion. • Paganism is a religion which means many gods are worshipped. • They were very superstitious – believed in good and bad omens, rituals and lucky charms. People were buried with their belongings as the Anglo-Saxons believed they would be needed in the Afterlife. • In 597AD, Pope Gregory from Rome sent a Roman monk called Augustine to Britain to tell them all about Christianity and persuade them to be Christians. • Augustine converted King Ethelbert of Kent who became the first Christian Anglo-Saxon King. Over 10,000 subjects were converted. • Over the course of around 100 years, they were converted to Christianity. <p>History: Anglo Saxons and Scots: Conversion to Christianity (twinkl.co.uk)</p> <p>What did the Anglo-Saxons believe? - BBC Bitesize</p> <p>Anglo Saxon - Christianity KS2 History (youtube.com)</p>		<p>Basic</p> <p>What religion were the Anglo-Saxons when they first settled in Britain?</p> <p>Who came to teach the Saxons about Christianity?</p> <p>Advanced</p> <p>Compare and contrast religion at the start of the Anglo-Saxon era in Britain to what it was like at the end.</p>
 <p>Artefacts</p>  <p>Society and Culture</p>	<p>To know about Anglo-Saxon art and culture</p> <ul style="list-style-type: none"> • Anglo Saxon metalwork including jewellery, brooches, weapons etc. Intricacies and gemstones used showing their master craftsmanship • Beowulf – literature. Passed down as a spoken story before being written down around 8th or 9th century. Beowulf gives examples of the importance of truth, bravery, honour, loyalty and duty, hospitality and perseverance. These values were all essential to Anglo-Saxon people and were a part of society and everyday life. • Identify artefacts found at Sutton Hoo and what they tell us about Anglo-Saxon culture • Use Loans box to explore artefacts from Anglo-Saxon life. 		<p>Basic</p> <p>What did the Anglo-Saxons make out of metal?</p> <p>List the Anglo-Saxon values that Beowulf gives examples of.</p> <p>Advanced</p> <p>Explain what we learn about Anglo-Saxon culture through the Sutton-Hoo archaeological site.</p>

	What was Anglo-Saxon art and culture like? - BBC Bitesize		
 <p>Achievements</p>	<p>To know the legacy of the Anglo Saxons and compare this to the legacy of the Romans</p> <p>Retrieve some of the information from Y3 unit on Romans and the legacy they left behind:</p> <ul style="list-style-type: none"> • Buildings – most buildings from the iron age were round and made of wood. Romans introduced us to walls and stone • Roads – wide and straight used to travel from place to place, necessary for such a vast empire! • Currency – Although some tribes had made coins before the Romans, they weren't used to purchase things. The Romans brought in their own coinage which could be used across the empire. • Religion – Romans introduced Christianity to Britain • Language – introduced Latin as the written language for Britain – many of our words today come from Latin • Roman Numerals – can still be seen on clocks and we learn about them in Maths! • Law – Roman law forms the basic framework for civil law, the most widely used legal system today <p>Focus on Anglo Saxon legacy:-</p> <ul style="list-style-type: none"> • Intricate metalwork • Literature – Beowulf • Agriculture – farming • Language – words / place names 		<p>Basic List some of the Roman achievements and the Anglo-Saxons achievements.</p> <p>Advanced Compare the achievements of the Romans and the Anglo-Saxons – who do you think had most impact?</p>
Review project question: Did the Anglo-Saxons have a greater impact on modern Britain than the Romans?			

History Curriculum

Year 4 – The Viking and Anglo Saxon struggle

Project Question: Were the Vikings bloodthirsty raiders?

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

Vertical –

Diagonal -

NC Links:

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Key Texts & Reading Threads



Prior Learning:

Y1 Transport – Children explored Viking longships

Y2 Explorers – Children learnt what it meant to an explorer

Y2 Buildings – Children learnt that Lincoln Castle is a Norman Castle and should know this was built soon after the end of Viking / Anglo-Saxon rule

Year 4 – Saxons and Scots – coming immediately before and concurrently with Vikings.

[KS2 / KS3 History: Viking invaders and settlers - BBC Teach](#)

[Vikings - KS2 History - BBC Bitesize](#)

Communicate Historically:



Raid, settle, longships, exploration, homeland, monastery, danelaw, danegeld, laws, justice, dispute, outlawed

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



To know the chronology of the Vikings and some key events during this period.

- Review timelines of History periods studied so far in Year 3 and 4.
- When we talk about the Vikings in Britain, we talk from their first attack in AD791.
- Compare this with when the Romans came to Britain, the Anglo-Saxons and the Scots.
- Share other key dates which will be covered by content in later lessons e.g. reigns of Alfred the Great and Ethelred the Unready, the Danelaw pact
- Create a timeline showing these events so that when the lessons focus on them, we can refer back to when this was during the Viking's raid and settlement in Britain.

Investigate and Interpret the Past

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiry.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of History.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.



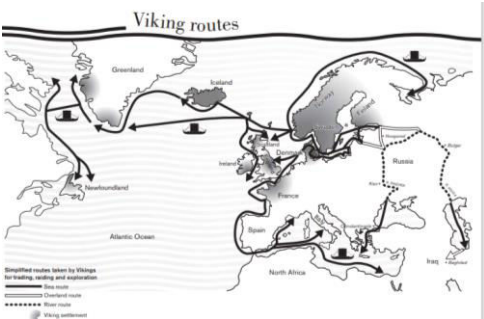


Basic

Label a timeline with some basic dates on Viking history.

Advanced

Using a timeline and some historical vocabulary, give an overview of some significant Viking events

(This could be added to in more detail following subsequent lessons)

<div>   </div> <div> Travel and Exploration Settlements and Location </div>	<p>To know how and why the Vikings explored and where they journeyed.</p> <ul style="list-style-type: none"> The Viking homelands were in Scandinavia. The Vikings were great travellers and explorers. They made long journeys overland and by sea to trade Bought goods such as silver, silk, spices, jewellery, glass etc. They sold honey, tin, wheat, wool, wood, iron etc. Also bought and sold enslaved people They did not use maps – they sailed close to the coastline and used landmarks Viking longships were crucial to their success and travel / exploration – could sail in wind or be powered by oars. Symmetrical so direction could be reversed without needing to turn the ship around which was useful in battle! Focus on some key routes and places the Vikings travelled to.  <p>Viking traders and explorers - BBC Bitesize Vikings: Key Stage 2 Royal Museums Greenwich (rmg.co.uk)</p>	<p>Suggest causes and consequences of some of the main events and changes in History.</p> <p><u>Build an Overview of World History</u> Describe changes that have happened in the locality of school throughout History</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u> Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing things, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p> <p><u>Communicate Historically</u> Use appropriate Historical vocabulary to communicate.</p> <p>Including</p> <ul style="list-style-type: none"> Dates Time period Era Change Chronology <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p><u>Basic</u> Draw on a map some key Viking exploration routes.</p> <p>List some features of a Viking longship.</p> <p><u>Advanced</u> Organise information about Viking longships and explain why they were effective.</p> <p>Explain how the Vikings navigated on their expeditions.</p>
<div>   </div> <div> Conflict Main Events </div>	<p>To know about Viking raids and attacks including the raid of Lindisfarne</p> <ul style="list-style-type: none"> One of the first places in Britain for the Vikings to raid and attack. 793AD – Lindisfarne (known as Holy Island) was a small island making it an easy target for Viking longships. We therefore use 793AD as the rough start for studying Viking settlement in Britain and the struggle between the Vikings and Anglo Saxons for control. The Vikings attacked a monastery – known for having expensive books, art and treasure It was significant because it was a religious building and where the monks had no weapons or warriors to protect 	<p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p><u>Basic</u> When did the Vikings attack Lindisfarne?</p> <p>What did the Vikings use to attack?</p> <p><u>Advanced</u> Explain why this attack was so significant and what does this tell us about the Vikings as raiders?</p>

	<p>themselves – showed how aggressive and dangerous the Vikings were. Most people would respect monks but not the Vikings</p> <ul style="list-style-type: none"> • Burnt buildings, stole treasures and murdered the monks • Vikings would fight using long swords and axes. They didn't wear much armour but would wear helmets made of leather or iron. <p>The importance of Lindisfarne for the Vikings - 2nd level People, past events and societies - BBC Bitesize</p>		
 <p>Main Events</p>	<p>To know about the rule of King Alfred the Great and Ethelred the Unready All About Alfred the Great KS2 PowerPoint (teacher made) (twinkl.co.uk) Danegeld KS2 Lesson Pack - History: Vikings and Anglo-Saxons (twinkl.co.uk)</p> <ul style="list-style-type: none"> • Alfred the Great was an Anglo-Saxon King who battled the Vikings to keep control over the land. • He reigned from 871AD until his death in 899AD • King Alfred established Danelaw which has been credited for helping keep the peace between the Vikings and the English. • Ethelred became King at age 7 and was known as being unready and badly advised • The Viking battles became more brutal so King Ethelred established Danegeld which was essentially paying the Vikings to go away! <p>The Vikings learnt that that the more they attacked, the more money they would get – By 1012, 22000kg of silver had been given to the Vikings.</p>		<p>Basic Name some Anglo-Saxon Kings</p> <p>What is meant by 'danelaw' and 'danegeld'?</p> <p>Advanced Compare the reigns of King Alfred the Great and King Ethelred the Unready – how were they similar and how were they different?</p>
 <p>Society and Culture Artefacts</p>	<p>To know about Viking daily life What was life like in Viking Britain? - BBC Bitesize What was life like in a Viking village? - BBC Bitesize Viking Longhouse PowerPoint - Longhouses and Vikings (twinkl.co.uk)</p> <ul style="list-style-type: none"> • Vikings lived in longhouses built from whatever materials were locally available – they were one big room and during winter, animals and people would have lived at opposite ends • Many Vikings were farmers. Children didn't go to school but learnt on the farms instead. Women and children would look after the farms in the Summer when the men would form 'raiding parties.' • An important job would be a blacksmith, making weapons for battle out of metal • Craftworkers would make plates, cups, belts and shoes 		<p>Basic Describe a Viking longhouse. Draw a diagram using labels.</p> <p>Why did the women and children need to know how to work on the farms?</p> <p>Advanced Organise information about Viking daily life showing how they lived and what jobs they did and skills they had.</p>



To know about the Viking law and justice system.

[Scotland - History - Vikings - 2nd Level - P5, P6, P7 classroom and home learning with BBC Bitesize Scotland - BBC Bitesize History: Vikings and Anglo-Saxons: Laws and Justice LKS2 Lesson Pack 5 \(twinkl.co.uk\)](#)

[The Vikings: Law breakers or law makers? - BBC Bitesize](#)

- Viking communities had their own laws, not written down, but passed down from generations.
- In each community, there would be a 'law speaker' and this person would remember all the laws of that community.
- The 'thing' was a meeting of all the free men and women. They would meet to solve disputes and punish people who broke the laws
- Things were held in open spaces and sometimes could last days.
- The chieftain and law speaker would settle the disputes based on what the laws said.
- Punishments included a fine, being semi-outlawed or being fully outlawed
- Being outlawed meant all of your property was taken off you and no one was allowed to help you find food or shelter. Also meant anyone could kill you without reason!
- Vikings could also settle disputes with a fight or duel to the death.

Vikings were also allowed to take revenge as long as they were open and honest about it.

Basic

What was a 'thing'?

List some ways that Vikings would settle disputes or disagreements.

Advanced

Compare the Viking justice system with modern Britain's justice system

Would you describe the Vikings as lawbreakers or law makers?

Review project question: Were the Vikings bloodthirsty raiders?

History Curriculum

Year 5 – The Kingdom of Benin

Project Question: Was Benin a successful kingdom?

Curriculum Drivers:

Live our Values – respect for different cultures

Communicate Clearly – Are you being clear about your main points as well as building on the thoughts of others? Are you responding to what is being said and providing evidence for the points you are making?

Overcome difficulties – Modern Nigeria fighting for the return of their art / bronzes.

Prioritise Health -

Recognise Achievement – Guild system – recognising skill and allowing Benin to become a successful kingdom.

Wider Curriculum Links:

Horizontal –

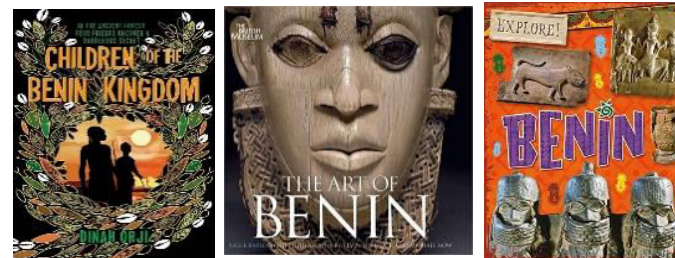
Vertical –

Diagonal -

NC Links:

a non-European society that provides contrasts with British history. Benin (West Africa) c. AD 900-1300.

Key Texts & Reading Threads



Prior Learning:

[Kingdom of Benin - KS2 History - BBC Bitesize](#)

[School Learning Zone - Benin West Africa \(school-learningzone.co.uk\)](#)

Communicate Historically:



Empire, trade, guild, worship, settlement, rulers, animist, exchanged, looted, expedition

Knowledge Schema

Core Knowledge



To know how the Kingdom of Benin was established and its location

- The Ancient Kingdom of Benin was in what is now Nigeria (not Modern Benin which is next to Nigeria)
- Kingdom of Benin started to be developed in around AD900
- Rainforests were cleared for small settlements which then grew into larger kingdoms.
- First rules were Ogisos (kings of the sky)
- The Yoruba people then became leaders and the leader became known as Oba

Concepts and Milestones

Investigate and Interpret the Past

Use sources of evidence to deduce information about the past.
Select suitable sources of evidence, giving reasons for choices.
Use sources of information to form testable hypotheses about the past.
Seek out and analyse a wide range of evidence in order to justify claims about the past.
Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
Understand that no single source of evidence gives the full answer to questions about the past.
Refine lines of enquiry as appropriate.

PoP Tasks

Basic





What is the name given to the people of Benin?


When did people first settle in Benin?

Locate the Kingdom of Benin on a map.
What is the name of the modern-day country in the same place?

Advanced

Explain why power and control passed from the Ogisos to the Oba

		<p><u>Build an Overview of World History</u> Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	
 <p>Settlements and Location</p>  <p>Achievements</p>  <p>Society and Culture</p>	<p>To know how Benin became a wealthy and successful kingdom.</p> <ul style="list-style-type: none"> 1300-1700 became known as the 'golden age' of Edo. Safe and secure settlement due to the defensive walls, taking 600 years to complete (16,000km long) Established specialist guilds where people could learn a craft to a very high level of skill – iron, bronze, wood, ivory, leather Benin traded with other African kingdoms and Mediterranean traders. Goods were desirable because of the highly skilled people. 	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p><u>Understand Chronology</u> Describe the main changes in a period of History (using terms such as social, religious, political, technological and cultural)</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p><u>Basic</u> What is a guild?</p> <p>What kind of goods and produce were made in Benin?</p> <p>What was the purpose of the great walls of Benin?</p> <p><u>Advanced</u> Provide an overview of the characteristic features of the guilds in Benin</p> <p>Do you agree? The Oba were responsible for the creation of a powerful empire</p> <p>Name the Europeans who came to the Kingdom of Benin to trade. Show the trade routes on a map.</p>
 <p>Beliefs</p>	<p>To know the beliefs of the Edo people of Benin.</p> <ul style="list-style-type: none"> Belief in lots of Gods (Osanobua – creator God) Reincarnation (to be decided by the Creator God) Benin people were Animists Brass heads – head the most important part of a person, tributes after they had died by making statue of the head. 	<p><u>Communicate Historically</u> Use appropriate Historical vocabulary to communicate.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p><u>Basic</u> What were the beliefs of the Edo people?</p> <p>What is an animist?</p> <p>Why did they make brass heads?</p> <p><u>Advanced</u> Compare and contrast the beliefs of the Edo people of Benin with another civilisation studied.</p>

 <p>Society and Culture Artefacts</p>	<p>To know how Benin Art can inform us about what life was like.</p> <ul style="list-style-type: none"> • Benin bronzes / tiles • What can we deduce from looking at artefacts of the Benin bronzes? • Questions it may raise • Gives information around beliefs, power, regalia etc. 		<p>Basic What do the bronzes tell us about life in the Benin kingdom?</p> <p>Advanced What evidence is there about life in Benin and what can we learn from it?</p>
 <p>Society and Culture</p>	<p>To know what the local systems of slavery were used for in West Africa</p> <ul style="list-style-type: none"> • Local systems of slavery existed in Africa and Benin. • Early slaves were usually criminals, prisoners captured during local battles or those who had to leave their communities. • Slaves were able to marry, be educated, own land and could earn their freedom. 		<p>Basic What were the local systems of slavery used for?</p> <p>Advanced Organise information around the early slavery systems in Africa using evidence from a range of sources.</p>
 <p>Conflict Main Events</p>	<p>To know the reasons for the decline of the Benin Empire</p> <ul style="list-style-type: none"> • Civil wars over who should be in power weakened Benin and there was a huge decrease in population. • Benin Punitive Expedition – British invasion in 1897 • Benin was burnt and their bronzes looted. • Benin was taken under British Rule until it became part of independent Nigeria in the 1960s. • The Benin Bronzes were displayed in British museums however there has been huge debate over whether they should be returned as the rightful property of Nigeria – it is now in motion that the Bronzes will be returned back to Africa. 		<p>Basic Describe why the Benin civilisation began to decline.</p> <p>List some key events from the Benin Punitive Expedition</p> <p>Advanced Explain the reasons for why Benin became a weaker empire.</p> <p>Debate – All of the Benin bronzes should be returned to Nigeria as their rightful property? What might people argue are the reasons for and against this?</p>
<p>Review project question: Was Benin a successful kingdom?</p>			

History Curriculum

Year 5 – The Slave Trade

Project Question: Have we learnt from the mistakes of the past?

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

Vertical –

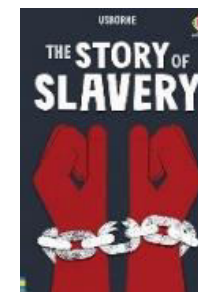
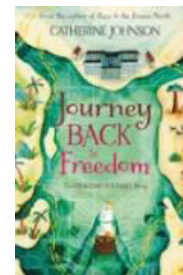
Diagonal -

NC Links:

a non-European society that provides contrasts with British history. Benin (West Africa) c. AD 900-1300.

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Texts & Reading Threads:



Prior Learning:

Year 2 Explorers – Pupils learnt about Christopher Columbus discovering The Americas and were introduced to the concept of enslavement.

History of West Africa – Benin civilization 900-1800s – this included an introduction to the concept of 'slavery'

Children also learnt about enslavement as part of their Romans, Vikings learning.

[The transatlantic slave trade overview - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#)

[The experiences of enslaved people - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#)

[International Slavery Museum teachers pack \(liverpoolmuseums.org.uk\)](#)

Communicate Historically:



Abolition, Transatlantic, Middle passage, Exploitation, Auction, Plantation
Rebellion, Resistance, Legacy, Racial, Inhumane

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



To know the causes for the change of the slave system and why the Transatlantic Slave Trade began.

To know why African slaves were transported to the Americas.

- Christopher Columbus discovered the Americas in 1492.
- Europeans needed workers for the lands in America so traded goods with African leaders in return for African slaves. (mainly between 1526 to 1830s)
- The triangular route – Transatlantic slave trade
 - 1) Europe to West Africa (traded European goods for African slaves)
 - 2) West Africa to the Americas (middle passage – African slaves taken to plantations)
 - 3) The Americas to Europe (goods from the plantations taken back to Europe)

Investigate and Interpret the Past

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Use sources of information to form testable hypotheses about the past.

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Understand that no single source of evidence gives the full answer to questions about the past.

Refine lines of enquiry as appropriate.

Basic




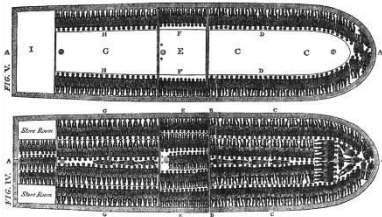



Name the parts of the triangular route of the transatlantic slave trade, labelling them on a map.






When did Christopher Columbus discover the Americas?

Advancing

Explain the reasons Europeans wanted African slaves in the Americas.

Compare and contrast the transatlantic slave trade with the local systems of slavery in Africa that had come before.

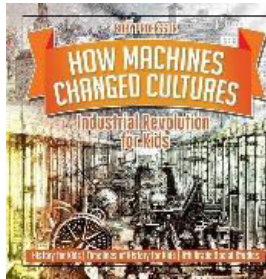
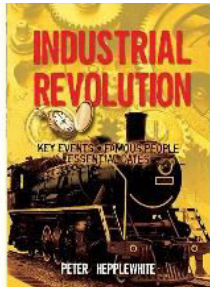




 <p>Artefacts</p>  <p>Society and Culture</p>  <p>Travel and Exploration</p>	<p>To know what the middle passage was like for a slave.</p> <ul style="list-style-type: none"> 12 week journey from Africa to Americas in horrific circumstances. Over 2 million African slaves died during this journey Cramped, poor ventilation, shackled together, no room to stand up, forced to dance as exercise, poor meals, thrown overboard if complained, disease, branded with hot iron, revolts from slaves were tried but severely punished Olaudah Equiano diary from Middle Passage <p>Source:</p> 	<p><u>Build an Overview of World History</u></p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p><u>Understand Chronology</u></p> <p>Describe the main changes in a period of History (using terms such as social, religious, political, technological and cultural)</p>	<p><u>Basic</u></p> <p>Describe the journey of the Middle Passage.</p> <p>What do we learn from the sources used in the lesson?</p> <p>What do we mean by a ‘revolt?’</p> <p><u>Advancing</u></p> <p>Which source gives you the most information about the middle passage? What impact do the sources have on your understanding?</p> <p>Explain what made the Middle Passage such an ordeal, using historical vocabulary.</p>
 <p>Society and Culture</p>  <p>Artefacts</p>  <p>Settlements and Location</p>	<p>To know what life was like for a slave on a plantation and what life was like for slave owners and traders.</p> <ul style="list-style-type: none"> Slaves – were property sold at auction, forced to work from dawn til dusk, hard physical labour, very few breaks, punished and whipped if rested, poor living conditions (straw on the floor), wore bells around necks so they could be heard if tried to escape, children had to work, families would be separated. Olaudah Equiano diary – plantation Slave traders – became richer, no rules to intervene in their treatment, started to form idea of superiority and this was the beginning of racial inequality. Isaac Franklin – key American slave trader. 	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.</p> <p>Use dates and terms accurately in describing events.</p> <p><u>Communicate Historically</u></p> <p>Use appropriate Historical vocabulary to communicate.</p>	<p><u>Basic</u></p> <p>List what you would find on a plantation.</p> <p>Describe what life for a slave was like on a plantation.</p> <p>What happened at a slave auction?</p> <p><u>Advancing</u></p> <p>Compare and contrast the lived experiences of a slave and a slave trader.</p> <p>Suggest reasons why slavery was allowed to exist for such a long time.</p>

<div><div><p>Main Events</p></div><div><p>Achievements</p></div><div><p>Conflict</p></div></div>	<p>To know some significant people involved in the abolition of slavery</p> <ul style="list-style-type: none">• The underground railroad was a mechanism for escape with the role of stations (safe houses)• Harriet Tubman helped approx. 70 slaves find freedom• William Wilberforce’s role as MP in the ending of the slave trade• 1807 – Abolition of slave trade act 1834 – Abolition of slavery• Slave owners received compensation once slavery was abolished. <p>Harriet Tubman - BBC Teach William Wilberforce - History for kids</p>	<p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p>	<p>Basic Who was Harriet Tubman and why was she significant?</p> <p>Label a timeline with some key events linked with the abolition of the slave trade and slavery.</p> <p>Why did the slave owners receive compensation?</p> <p>What does abolition mean?</p> <p>Advancing Organise information about Harriet Tubman. What made her achievements particularly significant?</p> <p>What is the difference between the end of the slave trade and the end of slavery?</p>
<div><div><p>Society and Culture</p></div><div><p>Main Events</p></div></div>	<p>To know that modern slavery exists and how it compares with the past.</p> <ul style="list-style-type: none">• Forced child labour – happens all over the world today.• Child labour refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful• Compare experiences of child labour today with slavery of the past – similarities and differences.		<p>Basic List some examples of modern slavery that exist today.</p> <p>Describe what is meant by forced child labour.</p> <p>Advancing Compare and contrast modern slavery with the slave trade of the past.</p>
<p>Review project question: Have we learnt from the mistakes of the past?</p>			







History Curriculum

Year 5 – The Industrial Revolution

Project Question: Did the Industrial Revolution improve life in Britain?

<p>Curriculum Drivers:</p> <p>Live our Values</p> <p>Communicate Clearly</p> <p>Overcome difficulties</p> <p>Prioritise Health</p> <p>Recognise Achievement</p>		<p>Key Texts & Reading Threads:</p> <div>    </div>	
<p>Wider Curriculum Links:</p> <p>Horizontal –</p> <p>Vertical –</p> <p>Diagonal –</p>	<p>NC Links:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Communicate Historically:</p> <div>  <p>Cottage industries, Industrial, Revolution, Migrating, Reforms, Exhibition, Advancements, Union, Legacy, Innovations, Workforce</p> </div>	
<p>Prior Learning:</p> <p>In Year 2, the children learnt about what school was like during the Victorian era, including the Education Act of 1880 making school compulsory for 5-10 year olds.</p> <p>The children have already learnt in Year 5 about the Transatlantic Slave Trade and need to know that The Industrial Revolution was happening concurrently and that the developments and changes are linked.</p> <p>Industrialisation - BBC Teach</p> <p>The Industrial Revolution - BBC Bitesize</p>			
Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
<div>   <p>Settlements and Location</p> <p>Travel and Exploration</p> </div>	<p>To know what the Industrial Revolution was and how it began</p> <ul style="list-style-type: none"> 1750-1900 - New developments in technology and transport led to it beginning. Coal and steam could be used to power machines. Move from cottage industries to industrial / factories / machinery. 	<p>Investigate and Interpret the Past</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p>Basic</p> <p>What led to the beginning of the Industrial Revolution?</p> <p>Advanced</p> <p>Use a timeline to identify significant events in the Industrial Revolution.</p>

	 <p>A Steam trains could transport products quickly</p> <p>B Canals could transport products quickly</p> <p>C Roads were improved</p> <p>D Coal to power factories</p> <p>E Steam-powered machinery increased productivity</p> <p>F Resources from the British Empire</p> <p>G Wealth from the British Empire</p> <p>New transport (A, B, C)</p> <p>New technology (D, E)</p> <p>British Empire (F, G)</p>	<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p> <p>Build an Overview of World History</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p>Understand Chronology</p> <p>Describe the main changes in a period of History (using terms such as social, religious, political, technological and cultural)</p>	
<div data-bbox="114 890 219 997"></div> <div data-bbox="129 997 192 1011">Main Events</div> <div data-bbox="257 890 362 997"></div> <div data-bbox="253 997 367 1011">Settlements and Location</div>	<p>To know how and why Britain changed during the Industrial Revolution.</p> <ul style="list-style-type: none"> • Migration from rural areas to cities for work • Population increase from 10million to 30million – cities became densely populated • Transport – cars, steam trains, canals, roads, railways • Factories built – mass production rather than cottage industries. • Increased trade and wider distribution of wealth. • Developed the social class system – introduction of a new middle class. Lives of rich and poor very different <p>It's important to highlight the link between Britain improving in wealth and the links with the Transatlantic Slave Trade which children have learnt about previously.</p> <p>The Industrial Revolution, despite its remarkable advancements, was closely linked to the institution of slavery. The demand for raw materials such as cotton, sugar and tobacco increased significantly during this period. These commodities were primarily produced on plantations in colonies and territories, often utilising enslaved labour. The expansion of industries in Europe and North America relied heavily</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.</p> <p>Use dates and terms accurately in describing events.</p> <p>Communicate Historically</p> <p>Use appropriate Historical vocabulary to communicate,</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use originals ways to present information and ideas.</p>	<p>Basic</p> <p>Describe some of the key changes in Britain during the Industrial Revolution</p> <p>Advanced</p> <p>Suggest reasons why the Victorian era was a time of rapid development.</p> <p>What impact did the Industrial Revolution have on social organisation in the 19th century?</p> <p>Did the improvement in the wealth of Britain come at a cost elsewhere in the world?</p>

	<p>on these raw materials, fuelling the transatlantic slave trade. The profits generated from slave labour and the products they produced played a significant role in financing the Industrial Revolution. This dark aspect of history reminds us of the interconnectedness between the economic advancements of the Industrial Revolution and the human suffering caused by the institution of slavery.</p>		
 <p>Society and Culture</p>  <p>Artefacts</p>	<p>To know what working and living conditions were like during the Industrial Revolution</p> <ul style="list-style-type: none"> Working conditions – long hours, dangerous conditions, no laws to protect workers, low wages, repetitive work. The role and impact of trade unions established during the Industrial Revolution (and how they still impact on workers today) Living conditions – slumlike cities, dirty, overcrowded, pollution, disease, back to back houses (no building regulations) 		<p>Basic Describe what life was like in a Victorian factory or a Victorian home.</p> <p>What do the sources tell us about work and living conditions?</p> <p>Advanced Use multiple sources of evidence to explain what working and living conditions were like during the Industrial Revolution.</p>
 <p>Society and Culture</p>  <p>Artefacts</p>	<p>To know what life was like for children during the Industrial Revolution.</p> <p>To know why Thomas Barnardo was a significant individual</p> <ul style="list-style-type: none"> Children had to work from age of 5 – dangerous jobs in small spaces (child labour) Children didn't go to school to receive an education Key reforms introduced throughout the industrial revolution <i>Factory Act, Ragged Schools Union, Forster's Act, Education Acts</i> to benefit conditions for children. Barnardo was shocked by the conditions children worked and lived in. First children's home set up in 1870 for boys living on the streets providing food, shelter and education He went on to open another 96 homes. Barnardo's is still a leading children's charity <p>Thomas Barnardo - BBC Teach</p>		<p>Basic Describe the experience of children in Victorian times.</p> <p>Explain what is meant by a 'reform'</p> <p>What did Thomas Barnardo do to help children?</p> <p>Advanced Compare and contrast the experiences of children at the beginning of the Industrial Revolution and towards the end.</p> <p>Explain why we might call Thomas Barnardo a significant individual</p>
 <p>Achievements</p>  <p>Main Events</p>	<p>To know some key achievements of the Industrial Revolution.</p> <ul style="list-style-type: none"> The first underground railways (London) Key innovations – steam engine, spinning jenny, telephone. Development of medicine 		<p>Basic List the dates of significant inventions during the Victorian Era.</p> <p>Describe what is meant by the term innovation.</p> <p>Advanced</p>

			Explain the impact of different achievements on the development of progress and life in Britain.
<div data-bbox="185 228 306 347"> <p>Artefacts</p> </div> <div data-bbox="107 384 228 504"> <p>Achievements</p> </div> <div data-bbox="250 384 371 504"> <p>Society and Culture</p> </div>	<p>To know the impact of the Great Exhibition in 1851</p> <ul style="list-style-type: none"> • Building of Crystal Palace to house the Exhibition • Idea of Prince Albert (Queen Victoria's husband) • Huge display of the best art, inventions and much more – Albert wanted to show off the best work created • Other countries had displays – France and USA had the most after Britain. • Six million visitors in six months • The money made from the exhibition funded the Natural History Museum and Science Museum which can be visited today. <div data-bbox="465 582 958 906"> <p>PLAN OF THE CRYSTAL PALACE</p> </div>		<p>Basic</p> <p>List some of the exhibits at the Great Exhibition.</p> <p>Identify the benefits of having the Great Exhibition</p> <p>Advanced</p> <p>Explain why the Great Exhibition was important for Britain.</p>
<p>Review project question: Did the Industrial Revolution improve life in Britain?</p>			

History Curriculum

Year 6 – WW2

Project Question: Could WW2 have been avoided?

Curriculum Drivers:

Live our Values

Communicate Clearly

Overcome difficulties

Prioritise Health

Recognise Achievement

Wider Curriculum Links:

Horizontal –

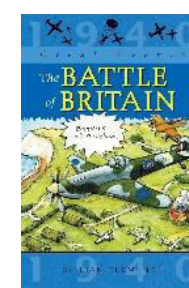
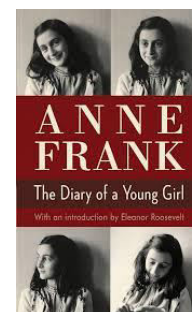
Vertical –

Diagonal –

NC Links:

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Texts & Reading Threads:



Prior Learning:

[KS2 History: World War Two \(WW2\) \(WWII\) - BBC Teach](#)

[Primary History KS2: World War 2 Clips - BBC Teach](#)

Communicate Historically:



Appeasement, policy, significance, evacuation, anti-semitic, propaganda, persecution, Holocaust, racism

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



Main Events



Conflict

To know the causes of WW2 and why Britain went to War

- Treaty of Versailles following the end of KS1
- Adolf Hitler becomes chancellor of Germany – foreign policy
- Appeasement
- Great Depression

Explore the main causes and how significant they were in the start of WW2 occurring.

[The Causes of World War 2 - Video \(ducksters.com\)](#)

Investigate and Interpret the Past

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Use sources of information to form testable hypotheses about the past.

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Understand that no single source of evidence gives the full answer to questions about the past.

Basic








List the causes of WW2.

Place some key events leading up to the start of WW2 in chronological order on a timeline.

Advanced

Explain whether appeasement was ever a good idea? Why / why not?

Choose which cause of WW2 you think had the most significance in starting the war and explain why in detail.

 <p>Main Events</p>  <p>Conflict</p>	<p>To know about the Battle of Britain</p> <ul style="list-style-type: none"> • Key battle between Britain and Germany during WW2, starting July 10th 1940 • Between Britain's RAF and Germany's Luftwaffe • German attacks on runways, airfields etc. • Radar was a key part of winning the battle for Britain. • Turning point in WW2 – prevented a German invasion and provided allies a base to plan a counter attack • Morale boost for Britain and postponed Germany's plans for attack, giving Britain more time to plan a defense. <p><u>History KS2: The Battle of Britain and beyond - BBC Teach</u></p>	<p>Refine lines of enquiry as appropriate.</p> <p><u>Build an Overview of World History</u></p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	<p><u>Basic</u></p> <p>Describe what happened at the Battle of Britain.</p> <p><u>Advanced</u></p> <p>Organise information explaining why it was so important that Britain won the Battle of Britain.</p>
 <p>Society and Culture</p>  <p>Settlements and Location</p>	<p>To know what the evacuation experience was like for children in WW2?</p> <ul style="list-style-type: none"> • German defeat in the Battle of Britain led to the Blitz and the attacks at night shifted to towns and cities leading to evacuation. • Evacuation of school-age children to countryside without their parents. • Varied experiences – positive and negative – explore examples of both. 	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p><u>Understand Chronology</u></p> <p>Describe the main changes in a period of History (using terms such as social, religious, political, technological and cultural)</p>	<p><u>Basic</u></p> <p>Where did children get evacuated from and where did they go? Identify on a map of Britain.</p> <p>Describe what happened when children were evacuated.</p> <p><u>Advanced</u></p> <p>Compare and contrast the experiences of children who were evacuated during WW2.</p>
 <p>Artefacts</p>	<p>To know what propaganda is and how it was used by Britain and Germany in WW2</p> <ul style="list-style-type: none"> • Propaganda is material used to push a particular point of view, often by using biased or misleading information. • During the Second World War, propaganda was an important tool for stopping panic and rumours from breaking out, however, these posters have been criticised in the modern era for using scare-tactics and guilt-trips to keep people under control. <p>British examples –</p> <ul style="list-style-type: none"> • Don't do it Mother, Leave the children where they are • We can do it! – women in factory roles • Your country needs you <ul style="list-style-type: none"> • Hitler and the Nazis used propaganda to spread anti-semitism messages and encourage hatred of the Jews. 	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.</p> <p>Use dates and terms accurately in describing events.</p> <p><u>Communicate Historically</u></p> <p>Use appropriate Historical vocabulary to communicate,</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p><u>Basic</u></p> <p>What is propaganda?</p> <p>How did Britain use propaganda as part of WW2?</p> <p><u>Advanced</u></p> <p>Using suitable sources of evidence, explain why propaganda was a characteristic feature of the Second World War.</p>
 <p>Main Events</p>  <p>Society and Culture</p>	<p>To know what the Holocaust was and how it impacted the lives of Jewish people in Europe</p> <ul style="list-style-type: none"> • A period of time during WW2 where millions of people (mainly Jews) were persecuted and killed in Europe. • Nazi party were racist and anti-semitic so targeted Jews • Concentration camps and conditions 		<p><u>Basic</u></p> <p>What is persecution?</p> <p>What were conditions like in a Nazi concentration camp?</p>

	<p>Explore through the experiences of Anne Frank who children may be familiar with.</p> <p><i>*Teach to an age-appropriate level and be sensitive to the upsetting nature of the content.*</i></p> <p>What was the Holocaust? Newsround (youtube.com)</p>		<p><u>Advanced</u> Explain what happened during the Holocaust</p> <p>Explain what we learn about the Nazi's views on Jews from Anne Frank's diary</p>
<div data-bbox="107 347 224 459"></div> <p>Achievements</p> <div data-bbox="250 347 367 459"></div> <p>Travel and Exploration</p>	<p>To know the achievements of Nicolas Winton</p> <p>Primary History KS2: Sir Nicholas Winton - BBC Teach</p> <ul style="list-style-type: none"> • In the early years of Hitler's rule (just prior to WW2), the Nazis attempted to make life so unpleasant for Jews that they would be forced to emigrate. Yet few other countries were willing to accept an influx of Jewish refugee • Countries tightened their immigration policies • Winton made a plan to transport hundreds of Jewish refugees across Europe to safety • He had to persuade foster families to take children in. • He inevitably saved their lives from what was to come in WW2 and the events of the Holocaust. He saved 669 children 		<p><u>Basic</u> What did Sir Nicolas Winton do?</p> <p>List some of the key things he did to save Jewish children</p> <p><u>Advanced</u> Nicolas Winton saved 669 children from inevitable death during the Holocaust. Explain this statement.</p> <p>Why can we say Nicolas Winton is a significant individual who achieved something special?</p>
<p>Review project question: Could WW2 have been avoided?</p>			

History Curriculum

Year 6 – Lincoln's Role in the World Wars

Project Question: Was Lincolnshire significant in supporting the war efforts?

Curriculum Drivers:

Live our Values -

Communicate Clearly – Are you actively listening and responding appropriately? Are you being clear about your main points as well as building on the views of others?

Overcome difficulties

Prioritise Health

Recognise Achievement – achievements of the RAF and bomber command. Achievements of the locality and their role in the war. Achievements and contribution of women in the war.

Wider Curriculum Links:

Horizontal –

Vertical –

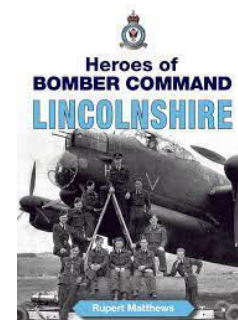
Diagonal -

NC Links:

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

a local history study

Key Texts & Reading Threads:



Prior Learning:

Children have learnt about some of the main events from WW2 in the topic previously. This will allow them to understand the significance of the local study of the War in greater detail and to know the greater national and global context.

[Lincolnshire & The Invention Of The Tank - Lincolnshire.org](http://Lincolnshire.org)

[Operation Chastise Facts for Kids \(kiddle.co\)](http://kiddle.co)

Communicate Historically:



Significant, agriculture, engineering, aviation, squadron, conscription, propaganda,

Knowledge Schema



Core Knowledge

To know Lincoln's role in creating the tank and the impact this had on WW1

- WW1 1914 – 1918
- Difficulty of fighting and having vehicles cross over mud, barbed wire and trenches
- Leaders turned to Lincoln engineering firm – William Foster & Co who before the war had built tractors!
- William Tritton – first tank named 'Little Willie' tested on south common but tracks kept coming off.
- Eventually, designed a successful tank 'Mother'
- Impact on war – lowered German morale, caused panic

Concepts and Milestones

Investigate and Interpret the Past

Use sources of evidence to deduce information about the past.
Select suitable sources of evidence, giving reasons for choices.
Use sources of information to form testable hypotheses about the past.
Seek out and analyse a wide range of evidence in order to justify claims about the past.
Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

PoP Tasks

Basic

Who designed the first tanks?

Why did the allies need tanks to support with the war effort?

Advanced

Explain the impact the successful design of the tank had on the efforts of WW1.

 <p>Settlements and Location</p>	<p>To know why Lincolnshire was a key location for the RAF during WW2</p> <ul style="list-style-type: none"> • In 1939 – 10 RAF bases in Lincs but grew to 49 by 1945 • Flat, rural terrain and being East of the country (closer to Germany) made it the ideal county for the RAF to concentrate its airfield programme. • Became known as ‘bomber county’ due to the number of bases. 	<p>Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p><u>Build an Overview of World History</u></p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p>	<p><u>Basic</u> Locate the WW2 RAF bases on a map of Lincolnshire</p> <p><u>Advanced</u> Suggest why Lincolnshire was an effective location for the RAF airfield programme.</p>
 <p>Main Events</p>	<p>To know the key events of the Dambusters Chastise Operation flown from Lincolnshire</p> <ul style="list-style-type: none"> • The RAF needed to destroy three dams in the Ruhr valley, the industrial heartland of Germany • Dams were well protected – they were the source of water and electricity for the surrounding area so Britain knew this would cause mass disruption. • 617 Squadron had a secret weapon – the bouncing bomb • Deployed from RAF Scampton – took 5 aircrafts worth of bombs to destroy the dams – caused mass flooding. Huge morale boost to the allied forces. 	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p><u>Basic</u> Describe the events of Operation Chastise completed by the Dambusters.</p> <p><u>Advanced</u> What was the significance of this operation? What impact did it have on Britain’s war effort?</p>
 <p>Society and Culture</p>  <p>Artefacts</p>	<p>To know the role of Lincolnshire women as part of the land army in WW2</p> <ul style="list-style-type: none"> • Conscription of male farm workers meant there were rural labour shortages. • Government’s response was to call for women to ‘do their bit’ and fill the gaps left by the men. • Lincs due to being an agricultural county was an area affected by this call. • Experiences of the women’s land army – use first hand accounts from the website below and the differences between the propaganda posters encouraging them to join! <p>BBC - Legacies - Work - England - Lincolnshire - Lillies at work: Wartime memories of the Women’s Land Army in Lincolnshire - Article Page 2</p>	<p><u>Understand Chronology</u></p> <p>Describe the main changes in a period of History (using terms such as social, religious, political, technological and cultural)</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p><u>Basic</u> Describe what tasks the women’s land army did in Lincolnshire</p> <p>What do the sources tell is about the women’s experiences?</p> <p><u>Advanced</u> Compare and contrast the real experiences of women in the land army compared to the propaganda posters encouraging them to work.</p>
 <p>Achievements</p>  <p>Main Events</p>	<p>To know the role of the Avro repair depot based in Bracebridge Heath during WW2.</p> <ul style="list-style-type: none"> • In 1940, the decision to build aircraft repair depots away from major cities and the risk of bombing. • Established a base in Bracebridge Heath in 1942 just 1 mile away from RAF Waddington. • Repairing over 30 aircraft a week back into operational service and transported the short distance from Bracebridge to Waddington • Employed over 3000 people 	<p><u>Communicate Historically</u></p> <p>Use appropriate Historical vocabulary to communicate,</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p><u>Basic</u> What did the Avro repair depot in Bracebridge Heath do?</p> <p><u>Advanced</u> Suggest reasons why the Avro repair depot supported Britain’s war efforts.</p>

	Final lesson should concentrate on answering the project question and children presenting / organising their response to this through their choice.		Use original ways to present information and ideas.
Review project question: Was Lincolnshire significant in supporting the war efforts?			

History Curriculum

Year 6 – Medicine through time

Project Question: Do we need to protect the NHS?

Curriculum Drivers:

Live our Values – respect, kindness

Communicate Clearly – Are you responding to what is being said and providing evidence for the points you are making? Are you using a range of persuasive techniques?

Overcome difficulties – What are the problems facing the NHS and how will these be overcome? **Prioritise Health** – how has health developed and advanced through the ages? Why is it something we should prioritise?

Recognise Achievement – achievements of significant individuals and their discoveries – Florence Nightingale, Edward Jenner, Louis Pasteur, Joseph Lister

Wider Curriculum Links:

Horizontal –

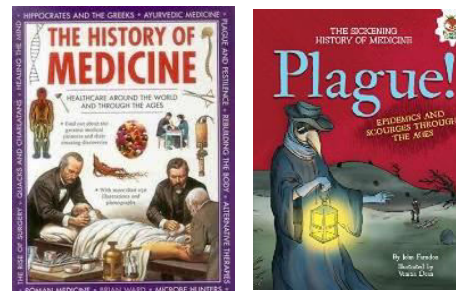
Vertical –

Diagonal –

NC Links:

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Texts & Reading Threads:



Prior Learning:

Children have learnt about the periods in each of the lessons outlined in this unit. They should use the knowledge they have remembered as part of each of these periods of time to develop their concept of change and development through the theme of medicine and health.

Communicate Historically:



Practices, progression, advancement, embalming, physician, hypothesis, outbreak, vaccination, pasteurisation, antiseptic, taxes, sterile

Knowledge Schema

Core Knowledge

Concepts and Milestones

PoP Tasks



To know about the medical practices of the Ancient Egyptians.

- Believed evil spirits caused illnesses.
- Channel theory – 46 different tubes or channels. If these became blocked, the person would become ill.
- Honey popular ingredient used in medicine.
- Major progression was the understanding that a person's heart rate was linked to health e.g. slow heart rate would indicate poor health
- Removal of internal organs during embalming process – however it was forbidden by religious law for a person to study these.

Investigate and Interpret the Past









Use sources of evidence to deduce information about the past.
Select suitable sources of evidence, giving reasons for choices.
Use sources of information to form testable hypotheses about the past.
Seek out and analyse a wide range of evidence in order to justify claims about the past.





Basic

Describe some of the medical practices of the Ancient Egyptians

Advanced

The Egyptians could have made further advancements around health.
Do you agree or disagree with this statement?

 <p>Society and Culture</p>  <p>Settlements and Location</p>	<p>To know how the Roman attitude towards health was influenced by the Greeks.</p> <ul style="list-style-type: none"> Recap the chronology of these periods (Egyptians, Greeks, Romans) Greek scholars travelled to Rome to study and share their knowledge from Greece. Greek physicians studied followed teachings of Hippocrates (father of modern medicine) He believed in recording a patient's symptoms now called 'clinical observation.' Romans were some of the first to recognise the importance of public health – healthy bodies meant healthy minds. Built gymnasiums and public baths to keep clean and good hygiene – keeping fit was prioritised. 	<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p><u>Build an Overview of World History</u> Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p>	<p><u>Basic</u> What did the Romans discover about healthcare?</p> <p><u>Advanced</u> Compare and contrast the Romans view on health to what we know today. What is similar and what is different?</p>
 <p>Society and Culture</p>  <p>Artefacts</p>	<p>To know the medical practices of the Tudor period</p> <ul style="list-style-type: none"> Recap chronology from previous periods and the Tudor period. Show children the source – What would you want to ask? Raise 3 questions e.g. Who wore this? Why does it have a long nose? What are the possible answers? This is making a hypothesis. Towns and populations had grown significantly – filthier and no sewers which led to the plague. Role of the plague doctor and the uniform they wore as seen in the source earlier. <p>Plague Doctor Facts - Information and Teaching Resources (twinkl.co.uk)</p> <ul style="list-style-type: none"> Role of the Great Fire of London in getting rid of the Plague 	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p><u>Understand Chronology</u> Describe the main changes in a period of History (using terms such as social, religious, political, technological and cultural)</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.</p>	<p><u>Basic</u> Label the different functions of the plague doctor outfit and its different features</p> <p><u>Advanced</u> Explain fully the role of the plague doctor. What did they do? How did they treat patients? Why did they wear the outfit?</p>
 <p>Society and Culture</p>  <p>Achievements</p>  <p>Main Events</p>	<p>To know what medical advancements were made during the Victorian period.</p> <ul style="list-style-type: none"> Recap chronology from previous periods in this unit and the Victorian period. Retrieve information from Y5 Industrial Revolution topic and the work/living conditions and the links with health. Disease spread quickly – cholera, typhoid, tuberculosis Huge divide between healthcare of the rich and poor Amputation of limbs with no pain relief using dirty equipment 	<p>Use dates and terms accurately in describing events.</p> <p><u>Communicate Historically</u> Use appropriate Historical vocabulary to communicate,</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p><u>Basic</u> Describe some of the key features of medical practice during the Victorian period.</p> <p><u>Advanced</u> Explain how vaccinations were discovered and what impact this had on healthcare from this point forward.</p>

	<ul style="list-style-type: none"> However, this era started the idea of vaccinations – Edward Jenner discovered those who caught cowpox (mild disease) did not go on to catch smallpox (deadly disease) He tried his theory by infecting a person with cowpox to stop them catching smallpox and it worked. Vaccinations against smallpox became compulsory in 1853. 100 years later, smallpox had become eradicated from the world. 		
 Achievements  Artefacts	<p>To know some significant individuals who made important discoveries for medicine and health in the Victorian period.</p> <ul style="list-style-type: none"> Florence Nightingale – invented modern nursing. Louis Pasteur – Invented pasteurisation Joseph Lister – discovered and used antiseptics. <p>Identify core facts about each of the above achievements and what it meant for the development and advancement of healthcare and medicine.</p> <p>Key sources to support with the understanding of their work; Florence Nightingale -source 2 - The National Archives brmedj02129-0023.pdf (nih.gov)</p>		<p>Basic List some key facts about each of the individuals from the lesson.</p> <p>Advanced Organise information in detail about one of the individuals studied in the lesson.</p> <p>Who would you argue had the most impact on advancements for healthcare during this period and into the future?</p>
 Society and Culture  Main Events	<p>To know about the development in medicine in the 20th and 21st centuries.</p> <ul style="list-style-type: none"> Development of the NHS from 1948 – equal, accessible healthcare for everyone. NHS is funded by people paying taxes Costs government / taxpayers around £180 billion a year to fund – a huge amount! Life expectancy has increased meaning people are using the NHS longer. Hippocratic oath is still used by NHS workers. Vaccines are a core part of preventative healthcare Work of Florence Nightingale and Joseph Lister still play a significant part in ensuring hospitals today are sterile environments. Identify some of the key threats to the NHS and the problems this is causing – less funding, longer waiting lists, staff strikes etc. 		<p>Basic What is the role of the NHS?</p> <p>List some of the reasons the NHS is under pressure?</p> <p>Advanced What would happen if the NHS stopped being funded and people had to pay for healthcare?</p> <p>Why is it important to protect the NHS?</p>
<p align="center">Review project question: Do we need to protect the NHS?</p>			