



Brinsworth Howarth Primary School

# **Scheme of Work for History**

## Intent

We aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. History teaching at Brinsworth Howarth Primary School has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

## Implementation

History is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, Children will have a solid chronological understanding of British History from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilizations of Egypt and the Maya.

Planning is informed by and aligned with the national curriculum. The Foundation Stage children follow the Development Matters framework, exploring their own personal history and the beginnings of the historical skills such as chronology.

## Impact

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children are also asked what they have learned comparative to their starting points at the end of every topic. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips and themed days, provide further relevant and contextual learning.

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>FS</b>	<b>Funnybones</b> Florence Nightingale  Own family history	<b>Super Me</b> Florence Nightingale  Own family history	<b>Light &amp; Dark</b> Guy Fawkes	<b>Light &amp; Dark</b> Guy Fawkes	<b>Frozen Planet</b>	<b>On Safari</b>	<b>Storyland</b>  Chronological understanding.  Long time ago, first, next, etc	<b>Dinosaurs</b> To know that dinosaurs existed before humans and that they are now extinct.	<b>The Enormous Turnip</b>	<b>A bug,s Life</b>	<b>Lighthouse Keepers Lunch</b>	<b>Let's Imagine</b>
<b>Year 1</b>	<b>People Who Help Us</b> Mary Seacole		<b>Toys</b> Toys Past and Present Guy Fawkes/ Gunpowder Plot		<b>Who Lives in a House Like This?</b> Houses from long ago		<b>Castles</b> Medieval castles Visit to Conisbrough Castle		<b>In the Garden</b>		<b>Katie Morag</b>	
<b>Year 2</b>	<b>Time Travel</b> Great Fire of London How emergency services put it out and change on modern day fire service.		<b>Space</b> Neil Armstrong The Space Race		<b>Animal Kingdom</b>		<b>Kings &amp; Queens</b> Queen Elizabeth Queen Victoria Role of the Monarchy		<b>Secret Garden</b>		<b>Explorers</b> Christopher Columbus	
<b>Year 3</b>	<b>Stone Age to Iron Age</b>				<b>Egyptians</b>				<b>Peak District Vs Brinsworth</b>			
<b>Year 4</b>	<b>Romans</b>				<b>The Blitz</b>				<b>Our Endangered World</b>			
<b>Year 5</b>	<b>Platform 9 3/4</b>				<b>Anglo- Saxons and Vikings</b>				<b>Ancient Greece</b>			
<b>Year 6</b>	<b>You Are Entering Camp Greenlake</b> Crime and Punishment from Anglo Saxon – Present day.				<b>Here Comes the SATS</b>				<b>Sweet Like Chocolate</b> Mayan Civilisation			

## Unit Plan Year 1- Mary Seacole

Progression	Outcomes
<p><b>Prior learning:</b> Children have learnt about Florence Nightingale in Foundation Stage. They have some understanding of people from long ago. They will understand that hospitals were very different then to how they are now.</p> <p><b>Links to:</b> Science, bodies and health.</p>	<p><b>By the end of this unit pupils should know:</b></p> <ul style="list-style-type: none"><li>• Mary Seacole was a nurse from long ago (before living memory).</li><li>• Hospitals were very different to how they are now.</li><li>• Mary is famous for travelling to Crimea to help look after the soldiers fighting the war.</li><li>• She set up her own hospital called the 'British Hotel'.</li></ul>
Assessment	
Class discussions. Work produced. Assessment questions before and after topic.	

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<ul style="list-style-type: none"> <li>• <b>Mary Seacole was a nurse from long ago (before living memory).</b></li> </ul> <p>Children will build on their prior knowledge about hospitals and nursing from long ago. They will learn that Mary Seacole, similarly to Florence Nightingale was a nurse who lived in the past, before living memory. Children will find out that Mary was a brave explorer, who travelled far to help people in need. They will learn that her mother was a ‘Doctress’ in Jamaica, who used African Caribbean herbal remedies to heal people and Mary learnt skills from her. Mary’s father was Scottish. Mary married Edwin Horatio Hamilton Seacole In Kingston, Jamaica.</p>	<p>“Mother Seacole” Lived long ago/ in the past/ in the olden days. Doctress /healer Jamaica Married</p>	<p><b>Chronological understanding</b> I understand and use common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago'.</p> <p>I know some things happened to other people in the past.</p> <p><b>Historical interpretation</b> Can spot differences between versions, e.g they see that pictures in books vary in how they depict details.</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b> I have found out some facts about people long ago (before living memory).</p>
<ul style="list-style-type: none"> <li>• <b>Hospitals were very different to how they are now.</b></li> </ul> <p>Children will build on their prior knowledge about Florence Nightingale’s work to improve hospitals. Mary wanted to continue with Florence’s good work. Hospitals look very different now to how they did back then. Long ago hospitals were dirty and they didn’t have the special equipment doctors and nurses have now to treat patients. They didn’t wear gloves or masks, or even change the blood stained sheets. They used candle light and lamps, similar to the one Florence carried. Now it is very important that hospitals are</p>	<p>Clean/ sterile Masks and gloves Special equipment Uniforms Candles/ electric lights Theatres</p>	<p><b>Historical Enquiry</b> I can consult and use information from two simple sources to find information, eg: 'how can we tell this item is from a hospital long ago? Because it looks like the one in the book'.</p> <p>I can make deductions about artefacts, spotting clues to function and use.</p> <p>I look at objects from the past and ask “what was it used for?” and try to find out.</p>

<p>clean and sterile. They have special theatres for the surgeons to do operations.</p>		
<ul style="list-style-type: none"> <li>• <b>Mary is famous for travelling to Crimea to help look after the soldiers fighting the war.</b></li> </ul> <p>Mary was born in Jamaica but she travelled to many places to help people. She is most famous for travelling to Crimea during the war, to help the injured soldiers. Mary was brave enough to treat the soldiers, even whilst under fire and because she got to them quickly, they were more likely to get better. Her hospital was just 2 miles away from the fighting.</p>	<p>Soldiers Wounded Treated Injured Under fire</p>	<p><b>Cause and consequence</b> I can give simple consequences of somebody's actions, e.g. 'because Mary went to soldiers under fire, soldiers got treated quickly and were more likely to get better'.</p>
<ul style="list-style-type: none"> <li>• <b>She set up her own hospital called the 'British Hotel'.</b></li> </ul> <p>Mary was turned away when she visited the British war office, so she decided to set up her own hospital. She named it the 'British Hotel', where she treated injured and wounded soldiers with her herbal remedies learnt from her mother. She would grind ingredients with a pestle and mortar, mix them in a mixing bowl, or place them in a pan over a fire. In some countries remedies like this are still used today.</p>	<p>Herbal medicine 2 miles from the fighting Ingredients Pestle and mortar</p>	<p><b>Historical Enquiry</b> I look at objects from the past and ask "what was it used for?" and try to find out.</p>

## Unit Plan Year 1- Guy Fawkes and the Gunpowder Plot

Progression	Outcomes
<p data-bbox="203 368 992 459"><b>Prior learning:</b> Children have been introduced to Guy Fawkes in FS.</p> <p data-bbox="203 523 595 563"><b>Links to:</b> Anniversaries</p>	<p data-bbox="1021 368 1760 408"><b>By the end of this unit pupils should know:</b></p> <ul data-bbox="1066 475 1984 970" style="list-style-type: none"><li data-bbox="1066 475 1984 571">• Guy Fawkes was a man who lived long ago (before living memory).</li><li data-bbox="1066 587 1984 683">• Guy Fawkes is remembered for his actions against King James ‘The Gunpowder Plot’.</li><li data-bbox="1066 699 1984 794">• People set bonfires and fireworks to remember every year on November 5<sup>th</sup>.</li><li data-bbox="1066 810 1984 970">• The difference between items and objects Guy Fawkes used in 1605, compared to items he might have used today.</li></ul>

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<ul style="list-style-type: none"> <li>Guy Fawkes was a man who lived long ago (before living memory).</li> </ul> <p>Children will build on their prior knowledge about Guy Fawkes from FS. They will be able to identify that he is a man from long ago by looking at pictures/ paintings of him and noticing his dress/ objects around him are different from those we see today. They may notice the pictures/ paintings are in black and white, suggesting from before our time.</p>	Guy Fawkes 'Guido' York Catholic Gang 400 years ago Before I was born Long ago In the olden days	<p><b>Chronological understanding</b> I understand and use common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago'.            I use the terms 'then' and 'now' correctly and is comfortable with the term 'the past'.</p>
<ul style="list-style-type: none"> <li>Guy Fawkes is remembered for his actions against King James 'The Gunpowder Plot'.</li> </ul> <p>Children will learn about Guy Fawkes' involvement in 'The Gunpowder Plot'. Children will be able to identify The Houses of Parliament in London and how the men got the barrels into the cellars. Children will compare The Houses of Parliament then and now to notice changes/ similarities. Children will think about objects the gang used to help them and how these might be different to modern objects we use now.</p>	Gunpowder London Houses of Parliament Cellar Barrels Lantern Thames	<p><b>Knowledge and understanding of past events, people and changes in the past</b>            I have found out some facts about people long ago (before living memory).            I have found out some facts about events that happened a long time ago.</p> <p><b>Historical interpretation</b> Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions of 'The Gunpowder Plot'.</p>
<ul style="list-style-type: none"> <li>People set bonfires and fireworks to remember every year on November 5<sup>th</sup>.</li> </ul> <p>Children will find out about the danger of gunpowder and how Guy Fawkes was partly chosen to be part of the gang</p>	Bonfire Fireworks Gunpowder Safety	<p><b>Chronological understanding</b> I can sequence events by time, eg lunchtime at 12' o'clock or when in the year Bonfire Night occurs.</p>



<p>because he understood how to use the gunpowder, which is very explosive and dangerous. Children will relate to how bonfires and fireworks should only be set off by professionals, who understand how to use them safely. Children will learn about how people remember Guy Fawkes on Bonfire Night each year and be able to describe and share experiences they have had on Bonfire Night.</p>		
<ul style="list-style-type: none"> <li>• The difference between items and objects Guy Fawkes used in 1605, compared to items he might have used today.</li> </ul> <p>Children will be able to identify similarities and differences in dress and objects used by the men, compared to modern dress and objects. They will find out about how different objects are used for the same purpose and think about how these have changed over time. Children will be able to note discrepancies from different sources and understand that not all sources are reputable; we have to look at a range to draw our own conclusions.</p>	<p>Quill and ink          Pocket watch          Lantern          Feather          Hat          Old          Long coat          Frill collar shirt          Tall hat with buckle/ feather</p>	<p><b>Chronological understanding</b> I can use simple timelines to sequence processes, events and objects within my own experience, e.g. something very old, old and new.</p> <p><b>Historical interpretation</b> I have looked at books and objects to help me learn about the past.          Can spot differences between versions, e.g. they see that pictures in books vary in how they depict details. For example: what Guy Fawkes' hat looked like – 'it's different from the one on the video, Miss'</p> <p><b>Historical Enquiry</b> I can make deductions about artefacts, spotting clues to function and use.</p>

## Unit Plan Year 1- Toys From Long Ago

Progression	Outcomes
<p>Prior learning:</p> <p>Links to: Own experiences of playing with their own toys/ visiting grandparents.</p>	<p>By the end of this unit pupils should know:</p> <ul style="list-style-type: none"><li>• Differences/ similarities in my toys and toys my grandparents played with.</li><li>• How to sort toys into old and new by looking at materials, technology and safety.</li><li>• How to sequence 3-4 toys using a timeline and the language of new, old, older, oldest, newer, newest.</li><li>• Some toys from long ago are still popular now for example; Lego, toy trains and teddy bears.</li></ul>

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<ul style="list-style-type: none"> <li>Differences/ similarities in my toys and toys my grandparents played with.</li> </ul> <p>Children will be able to identify key differences and similarities between old and modern toys. Children will be able to compare similar toys from different times, for example an old teddy bear and a new.</p>	<p>Old New From the olden days/ long ago Before batteries/ electricity</p>	<p><b>Chronological understanding</b> I can use language such as when I was younger, a long time ago, a very long time ago, before I was born, when my parents were born.</p>
<ul style="list-style-type: none"> <li>How to sort toys into old and new by looking at materials, technology and safety.</li> </ul> <p>Children will have some understanding of different materials and notice that mostly toys are now made of smooth plastic, without sharp edges so they are safe. In the past toys were made from wood and were more likely to be hand made. Technology has improved as time has moved on, the newer toys have batteries, buttons and sometimes screens. Toys from long ago might have had keys to wind them up and make them move/ make sound.</p>	<p>Wooden Plastic Electric Technology Screen Interactive Sounds/ music Smooth/ sharp edges</p>	<p><b>Chronological understanding</b> I use the terms 'then' and 'now' correctly and is comfortable with the term 'the past'.</p> <p><b>Historical interpretation</b> I have looked at books and objects to help me learn about the past. Can spot differences between versions, e.g they see that pictures in books vary in how they depict details. For example: what the teddy bear looked like – 'it's different from the one on the video, Miss'</p> <p><b>Historical Enquiry</b> I can make deductions about artefacts, spotting clues to function and use. I can consult and use information from two simple sources to find information, eg: 'how can we tell this teddy is old? Because it looks like the one in the book'. I look at objects from the past and ask “what was it used for?” and try to find out.</p>

		<b>Organisation and communication</b> I can sort events or objects into groups (then and now).
<ul style="list-style-type: none"> <li>How to sequence 3-4 toys using a timeline and the language of new, old, older, oldest, newer, newest.</li> </ul> <p>Children will learn about sequence/ order linked to our class visual timetable – we can put things in order from what came first, next and after. We can sequence the age of our toys from the oldest to the newest using linked vocabulary. Children will be able to discuss why they think a toy is older or newer and give a relevant reason for why they think that.</p>	<p>Oldest Older Old New Newer Newest</p>	<p><b>Chronological understanding</b> I can use simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new.</p> <p><b>Organisation and communication</b> I use time lines to order events or objects.</p>
<ul style="list-style-type: none"> <li>Some toys from long ago are still popular now for example; Lego, toy trains and teddy bears.</li> </ul> <p>Children will notice that certain toys are still played with now and that they may play with the same toys that their grandparents did. Children will investigate if they have changed over the years or remain very similar.</p>	<p>Lego Train sets Teddy bears Dolls Old New Same Different</p>	<p><b>Organisation and communication</b> I can sort events or objects into groups (then and now).</p>

## Unit Plan Year 1- Homes From Long Ago

Progression	Outcomes
<p><b>Prior learning:</b> Last term children learnt about toys from the past and briefly explored the introduction of electricity/ batteries to toys and how these were linked to newer, more modern toys.</p> <p><b>Links to:</b> Science (electricity &amp; materials)</p>	<p><b>By the end of this unit pupils should know:</b></p> <ul style="list-style-type: none"><li>• Know some key differences between homes from the past and modern homes.</li><li>• Understand how electricity has altered homes/ items in homes.</li><li>• Consider how some modern changes in homes have made life easier for example having an indoor bathroom/ washing machine/ electric lights.</li></ul>

Assessment
<p>Class discussions. Work produced. Assessment questions before and after topic.</p>

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<ul style="list-style-type: none"> <li>Know some key differences between homes from the past and modern homes.</li> </ul> <p>Children will be able to compare two homes and say which one is from the past and now. They will be able to identify/compare specific household items/ objects and say which one is from the past and how they know.</p>	<p>Old New From the olden days/ long ago Before batteries/ electricity Outside toilets No heating Candles Oil lamps Fireplaces Coal fires</p>	<p><b>Chronological understanding</b> I understand and use common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago'. I use the terms 'then' and 'now' correctly and is comfortable with the term 'the past'. I can use language such as when I was younger, a long time ago, a very long time ago, before I was born, when my parents were born.</p> <p><b>Historical interpretation</b> I have looked at books and objects to help me learn about the past. I have listened to stories about the past and visited an Historical site. Eg Clifton Park Museum to look at homes/ artefacts from homes long ago.</p>
<ul style="list-style-type: none"> <li>Understand how electricity has altered homes/ items in homes.</li> </ul> <p>Children will think about items in the home that use electricity and be able to compare them to items that did the same job from the past.</p>	<p>Electricity Electric lights Fridges/ washing machines/ cookers/ televisions</p>	<p><b>Historical Enquiry</b> I can make deductions about artefacts, spotting clues to function and use. I can consult and use information from two simple sources to find information, eg: 'how can we tell this lamp is old? Because it looks like the one in the book'. I can find answers to questions about objects by looking in books. I look at objects from the past and ask "what was it used for?" and try to find out.</p>

<ul style="list-style-type: none"><li>• Consider how some modern changes in homes have made life easier for example having an indoor bathroom/ washing machine/ electric lights.</li></ul> <p>Children will be able to explain how some modern features of homes have made everyday life easier than it was in the past.</p>		<b>Organisation and communication</b> I can sort events or objects into groups (then and now).
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## Unit Plan Year 1- Castles

Progression	Outcomes
<p>Prior learning:</p> <p>Links to:</p>	<p>By the end of this unit pupils should <b>know</b>:</p> <ul style="list-style-type: none"><li>• The simple parts of a castle.</li><li>• What castles were used for.</li><li>• Who lived in a castle.</li><li>• About a local castle.</li></ul>

## Assessment

Class discussions.  
Work produced.  
Assessment questions before and after topic.



Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<ul style="list-style-type: none"> <li>The simple parts of a castle.</li> </ul> <p>Children will be able to identify, name and label the simple parts of the castle.</p>	<p>Moat Tower Drawbridge High walls Turrets</p>	<p><b>Chronological understanding</b> I use the terms 'then' and 'now' correctly and is comfortable with the term 'the past'. I understand and use common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago'.</p> <p><b>Organisation and communication</b> I draw pictures and write about them to tell others about the past. I write sentences about things I have found out about the past.</p>
<ul style="list-style-type: none"> <li>What castles were used for.</li> </ul> <p>Children will learn about what castles were used for in the past and what some are still used for today.</p>	<p>Homes Safety Protection</p>	<p><b>Historical Enquiry</b> I can make deductions about artefacts, spotting clues to function and use. I look at objects from the past and ask “what was it used for?” and try to find out.</p>
<ul style="list-style-type: none"> <li>Who lived in a castle.</li> </ul> <p>Children will learn about who lived in a castle from Kings and Queens to Knights and servants.</p>	<p>Kings Queens Lords Knights Servants Cooks Soldiers</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b> I have found out some facts about people long ago (before living memory).</p> <p><b>Historical Enquiry</b> I look at pictures from the past and ask “what were people doing?”.</p>

<ul style="list-style-type: none"><li>• About a local castle.</li></ul> <p>Children will visit local castle at Conisbrough and research about other castles close to where we live.</p>	Conisbrough Bolsover Boston	<b>Historical interpretation</b> I have listened to stories about the past and visited a Historical site. E.g. Conisbrough Castle.
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## Unit Plan Year 2 – Time Travellers

Progression	Outcomes
<p><b>Prior learning:</b> Children have looked at The Great Fire of London in Year 1 with a focus on materials.</p> <p><b>Links to:</b> (other subjects looked at during topic)</p>	<p><b>By the end of this unit pupils should know:</b></p> <p>That The Great Fire of London was caused by Thomas Farriner's bakery fire and that the Fire spread so quickly due to the materials the houses were built with and the weather before the fire began.</p> <p>Children should know how the emergency services tackled the fire in 1666 and how The Great Fire of London then affected and changed the emergency services.</p> <p>Children should know that the materials of buildings changed due to the fire and materials which were less flammable were used.</p>
Assessments	
<ul style="list-style-type: none"><li>• On entry/ end of topic assessment sheets.</li><li>• Work produced.</li><li>• Group discussions.</li></ul>	

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>To understand that The Great Fire of London happened a long time ago and that we use dates to describe events in time.</b> Children will revisit the date of The Great Fire of London and begin to recognise that the fire happened over 300 years ago. Children will learn that the fire started in Thomas Farriner's bakery and that the fire spread and lasted for four days. In their independent activities children will apply this knowledge to help them complete a timeline of the events of the fire. In alternative activities children will be able to retell the events of the fire using dates to describe when the event happened.</p>	<p>2<sup>nd</sup> September 1666 Over 300 years ago Tudor period The fire started... On day two... This happened because... Because of the fire people had to... On day three... On day four...</p>	<p><b>Chronological understanding</b> I realise that we use dates to describe events in time, eg: 1666 for the Great Fire of London.</p> <p>I can use phrases such as 'over 300 years ago' in my writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time)</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b> I have used information to describe the past.</p> <p>I can recount the main events from a significant event in history.</p>
<p><b>To understand different types of sources help us get information but not all are reliable.</b> Children will learn and begin to understand the meaning of primary and secondary sources. Children will look at pictures, paintings, Samuel Pepys' diary and video created re-enacting the events of the fire. Children will begin to understand that sources may be reliable and truthful and some may not. In their independent activities children will sort sources into primary and secondary.</p>	<p>Primary source Secondary source Reliable</p>	<p><b>Historical interpretation</b> Realises that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting.</p> <p>Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events</p> <p><b>Historical Enquiry</b> Children spot the differences between sources and come to a conclusion as to the most common view.</p>
<p><b>To understand why The Great Fire of London spread so quickly from a variety of sources</b></p>	<p>The fire spread so quickly because...</p>	<p><b>Historical interpretation</b></p>

<p>Children will learn how the fire spread and the circumstances leading up to the fire which meant the fire spread more quickly. In their independent activities children will look at a variety of sources and produce their own opinion as to why they think the fire spread so quickly.</p>	<p>The sources I have found this from are...</p>	<p>Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly</p> <p><b>Historical Enquiry</b> Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly.</p>
<p><b>To understand the different ways the fire was tackled.</b> Children will learn how people reacted to the fire both in the way people were evacuated from their homes and fled to the river and how people and voluntary firemen attempted to stop the fire from spreading. Children will also learn how the fire was eventually stopped and how the drastic actions of one man changed how the fire was stopped. In their independent activities children will explore the different ways which the fire was put out and reason with why the people acted that way at that time.</p>	<p>People tried to put the fire out by... At the time they did this because... The fire was out of control so... This happened because...</p>	<p><b>Organisation and communication</b> I draw labelled diagrams and write about them to tell others about people, objects or events from the past.</p> <p><b>Cause and consequence</b> I can give a few reasons for more complex human actions.</p> <p>I can look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p><b>Historical Enquiry</b> I ask "What was it like for people in the past?" and use information to help me answer.</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b> I can look at evidence to give and explain reasons why people in the past may have acted in the way they did</p>

<p><b>To describe similarities and differences between the emergency services then and now giving an explanation to why people in the past acted the way they did.</b></p> <p>Children will compare the fire service in 1666 to the fire service today whilst also looking at how the emergency services as a whole changed over time. Children will do this through a first-hand experience of visiting The Emergency Service Museum Sheffield where they will have opportunities to look at artefacts and complete a workshop on The Great Fire of London. In independent activities children will be able to give multiple reasons why the emergency services changed over time.</p>	<p>The fire service in 1666 was similar to our fire service now because they both...</p> <p>The fire service in 1666 was different to our fire service now because...</p>	<p><b>Chronological understanding</b> I can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. <a href="#">in Victorian times</a>.</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b> I can use information I have found to describe the difference between then and now.</p> <p>I can spot significant differences, about how life is now and how it was</p> <p><b>Historical Enquiry</b> Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.</p>
<p><b>To understand the consequences of the Fire and how that impacted the future of London.</b></p> <p>Children will learn about the consequences of the fire and how London changed as a result of the fire. Children will also revisit how the emergency services changed as a result of the fire. In their independent activities children will be able to explain the consequences that occurred as a result of the fire.</p>	<p>Because of The Great Fire of London...</p> <p>The building material changed because...</p> <p>The emergency services changed because...</p>	<p><b>Cause and consequence</b> I can look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>I can give a few consequences of events/people's actions</p>

## Unit Plan Year 2 – Space

Progression	Outcomes
<p><b>Prior learning:</b> looked at space in foundation- Children should know that space is a long way away, that you need a rocket to travel there and that there are different planets, stars and the moon.</p> <p><b>Links to:</b> (other subjects looked at during topic)</p>	<p><b>By the end of this unit pupils should know:</b></p> <p>Throughout the 1960's USA and USSR were involved in the Cold War. A conflict where they did not go into battle, but fought each other indirectly through spying, backing opposing sides in wars and by inventing better technologies. The space race was another way for them to compete against each other. There was a lot at stake to be the first man on the moon. They were also on a scientific mission to collect samples from the moon.</p> <p>Yuri Gagarin was the first man in space on the 12<sup>th</sup> of April 1961 and took off in the Vostok 1.</p> <p>Valentina Tereshkova was the first woman in space on the 16<sup>th</sup> June 1963. She was launched on a solo mission aboard Vostok 6. She spent 70 hours orbiting the earth.</p> <p>Astronauts first landed on the moon on July 16<sup>th</sup> 1969. That there had been a race to be the first on the moon between USA and USSR. The landing was broadcast on TV across the world It was the most watched event in history, over 600 million people watched it. The first man on the moon was an American astronaut called Neil Armstrong the mission was called Apollo 11.</p> <p>Neil Armstrong was the first astronaut to stand on the moon. He said "One small step for man, one giant leap for mankind" They placed the American flag on the moon and took some rock samples. They stayed for 22 hours before returning to Earth.</p>
Assessment	
<ul style="list-style-type: none"><li>• On entry/ end of topic assessment sheets.</li><li>• Work produced.</li><li>• Group discussions.</li></ul>	

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>To know that the USA and USSR were involved in a cold war in the 1960's and this resulted in the Space Race.</b></p> <p>Children will learn that Russia and the USA were in a conflict where they didn't go to battle but fought by spying and inventing better technologies. Children will learn that the space race was part of this and both countries wanted to be the first to land a man on the moon. In their independent activities children will learn about significant achievements of both countries before placing these on a timeline towards to end of the unit.</p>	<p>Space Race Russia USA Technology Soviet Union</p>	<p><b>Chronological understanding</b> I can sequence parts of more complex story where action takes place over a long period of time</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b> I can recount the main events from a significant event in history.</p> <p><b>Organisation and communication</b> I can use time lines to order events or objects</p> <p>I can use time lines to place an event or significant person</p>
<p><b>To find out about Yuri Gagarin and what it means to go into space.</b></p> <p>Children will learn that Yuri Gagarin was an astronaut who was the first man to be flown into space on the Vostok 1 rocket. Children will learn that he was Russian and that it was a major achievement for Russia in the space race. In their independent activities children will be encouraged to discuss ask and answer questions about Yuri Gagarin.</p>	<p>Vostok 1 USSR Russia Soviet union Astronaut</p>	<p><b>Chronological understanding</b> I realise that we use dates to describe events in time</p> <p><b>Historical Enquiry</b> Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books</p> <p>Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.</p> <p>I estimate the ages of people (younger or older) by studying and describing their features.</p>
<p><b>To know that Valentina Tereshkova was the first woman in space.</b></p>	<p>Vostok 6 Orbiting Valentina Tereshkova</p>	<p><b>Chronological understanding</b> I realise that we use dates to describe events in time</p>



<p>Children will learn that Valentina went to space on the 16<sup>th</sup> June 1963 and that she was launched aboard the Vostok 6. She spent 70 hours orbiting space which was a huge achievement after the first man in space had only been in space for 1hour and 48minutes. In their independent activities children will be encouraged to discuss ask and answer questions about Valentina Tereshkova.</p>	<p>USSR Russia Space Race</p>	<p><b>Historical Enquiry</b> Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books</p> <p>Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.</p> <p>I estimate the ages of people (younger or older) by studying and describing their features.</p>
<p><b>To know that astronauts first landed on the moon on the 16<sup>th</sup> July 1969.</b> Children will learn that the first Astronauts to land on the moon were Neil Armstrong, Buzz Aldrin and Michael Collins and they flew aboard the Apollo 11. Children to learn that this mean the USA beat the USSR to the moon. Children will also learn that it was the most watched event in history and was watched by over 600 million people. In their independent activities children will be encouraged to discuss, ask and answer questions about the race to space as well as placing the event on a timeline.</p>	<p>Apollo 11 Neil Armstrong Astronauts USA USSR Achievement</p>	<p><b>Chronological understanding</b> I realise that we use dates to describe events in time</p> <p><b>Organisation and communication</b> I can use time lines to order events or objects</p> <p>I can use time lines to place an event or significant person</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b> I can recount the main events from a significant event in history.</p>
<p><b>To know that Neil Armstrong was the first astronaut to stand on the moon and the he placed the American flag on the moon and took some rock samples.</b> Children will learn that Neil Armstrong was the first man to stand on the moon saying 'One small step for man, one giant leap for mankind'. Children will learn that the three astronauts that flew to the moon on the Apollo 11 stayed on the moon for 22 hours before returning to earth. In their independent activities children will</p>	<p>Achievement Technology Space Race USSR USA Apollo 11</p>	<p><b>Historical Enquiry</b> Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books</p> <p>Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.</p> <p><b>Cause and consequence</b></p>

place the key events of the space race on a timeline understanding how significant the development in technology was at the time.

I can give a few consequences of events/people's actions

**Organisation and communication**

I can use time lines to order events or objects

I can use time lines to place an event or significant person

## Unit Overview for Year 2 Kings and Queens

Progression	Outcomes
<p>Prior learning:</p> <p>Links to: (other subjects looked at during topic)</p>	<p><b>By the end of this unit pupils should know:</b></p> <p>Children should know what the Monarch is and that England has been ruled by Kings and Queens for many years.</p> <p>Children should know who Queen Victoria was and compare how Britain was different during the time of her reign</p> <p>Children should know that our current Queen is Queen Elizabeth II and that she became the Queen at the age of 25 after her father (The King) passed away. Children should know that Queen Elizabeth II has reigned for 60 years.</p> <p>Children should know who our next King/Queen will be based on the Queens children and their place in line to the throne.</p> <p>Children should understand the role of the Queen today, where she lives and how she is protected.</p> <p>Children should know that there was a time where England was not ruled by a Queen/King.</p> <p>Children should be able to put Kings and Queens in order on a timeline.</p>

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>To know what the Monarch is and that England has been ruled by Kings and Queens for many years.</b> Children will learn what the word Monarch means and represents in our country. Children will learn that some countries are ruled by Monarchs and others are not. In their independent activities children will look at different Monarchies around the world as well as where our Monarch is based (London) and where the members of the Royal family live.</p>	<p>Royal family Monarchy Monarch Queens Kings</p>	<p><b>Chronological understanding</b> I can sequence parts of more complex story where action takes place over a long period of time</p> <p>I can use the words and phrases such as: <b>recently, decades and centuries.</b></p> <p><b>Historical Enquiry</b> I ask “What was it like for people in the past?” and use information to help me answer.</p> <p><b>Organisation and communication</b> I can describe objects, people or events</p> <p>I can use time lines to place an event or significant person</p>
<p><b>To know who Queen Victoria was and what Britain was like during her reign.</b> Children will learn who Queen Victoria was and that her reign lasted 63 years and 7 months which was longer than any previous British monarch. Children will learn what Britain was like during the Victorian Era and how this compares to the England today. Children will learn that she passed a law which made it compulsory for children to go to school between the ages of 5-10 as opposed to work which poor families had to do previously. In their independent activities children will learn about what it was like to live as a child in the Victorian Era and how it was different to life now. Children will also make links to similarities and differences within the Victorian Era.</p>	<p>Victorian Queen Victoria Reign British Monarch School Railways Factories Coronation</p>	<p><b>Chronological understanding</b> I realise that we use dates to describe events in time</p> <p>I can use phrases such as ‘over 300 years ago’ in my writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time)</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b> I can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. <b>in Victorian times.</b></p> <p>I can use information I have found to describe the difference between then and now.</p>

		<p>I can spot significant differences, about how life is now and how it was</p> <p><b>Historical Enquiry</b> Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books</p> <p>Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.</p> <p><b>Cause and consequence</b> I can give a few consequences of events/people's actions</p>
<p><b>To learn about our current Queen – Queen Elizabeth II</b> Children will learn that Queen Elizabeth became Queen at the age of 25 after her father (The King) passed away because she was the heir to the throne. Children to learn that Queen Elizabeth has reigned for 60 years. Children will learn about the duties she carries out as Queen as well as the National Anthem. In their independent activities children will find out more about Queen Elizabeth and be challenged to recall facts, answer questions and create their own questions.</p>	<p>Queen Elizabeth II National Anthem Reign Coronation</p>	<p><b>Chronological understanding</b> I realise that we use dates to describe events in time</p> <p>I can use phrases such as 'over 300 years ago' in my writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time)</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b> I can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. <b>in Victorian times.</b></p> <p>I can use information I have found to describe the difference between then and now.</p> <p>I can spot significant differences, about how life is now and how it was</p>

		<p><b>Historical Enquiry</b> Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books</p> <p>Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.</p>
<p><b>To learn that there was a time where England was not ruled by a Queen/King</b> Children will learn about the execution of King Charles I in 1649 which meant that England became a republic between 1649-1660 when the monarchy was restored and King Charles II was made King – He reigned from 1660-1685.</p>	<p>Monarch Republic Reign Executed</p>	<p><b>Organisation and communication</b> I can use time lines to place an event or significant person</p> <p><b>Historical Enquiry</b> Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.</p> <p><b>Historical interpretation</b> Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events</p>
<p><b>To know which order our Kings and Queens reigned in placing them on a timeline.</b> Children will learn about Queen Victoria, Queen Elizabeth and King Charles I. Children will be able to put these in order on a timeline collaboratively. Children will also be able to recognise other key events on the timeline which have been previously covered within the Y1/2 curriculum. In their independent activities children will be able to name some of the other Kings and Queens which have reigned between the Victorian Era and now.</p>	<p>Kings Queens Monarch Republic Timeline</p>	<p><b>Organisation and communication</b> I can use time lines to order events or objects</p> <p>I can use time lines to place an event or significant person</p> <p>I tell stories about the past using my story writing skills.</p>

Links to school values:  
Respect / achievement/ community/ curiosity

British values, respect

Links to school drivers:

Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity

Links to art as we look at Royal portraits and what they portray.  
Links to Music as we learn the national anthem.

## Unit Overview for Year 2 Explorers

Progression	Outcomes
<p>Prior learning:</p> <p>Links to: (other subjects looked at during topic)</p>	<p>By the end of this unit pupils should <b>know</b>:</p> <p>Children should know and recognise that there are many versions of the Columbus story and discuss different interpretations of the same story.</p> <p>Children should be able to place the event of Christopher Columbus on a timeline.</p> <p>Children should know the effect of Christopher Columbus' discovery on the world.</p>
Assessment	
<ul style="list-style-type: none"><li>• On entry/ end of topic assessment sheets.</li><li>• Work produced.</li><li>• Group discussions.</li></ul>	



Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>To learn about Christopher Columbus and his achievements being able to put these on a timeline.</b></p> <p>Children will learn that Christopher Columbus was an Italian explorer and navigator who completed four voyages across the Atlantic Ocean to the Americas. His first in which he went to the Americas (1492) which ended the period of human habitation in the Americas. This is now known as the pre-Columbian era. In their independent activities children will be to discuss, ask and answer about Christopher Columbus.</p>	<p>Christopher Columbus Achievement Discovery Italian Voyages Atlantic ocean Caribbean South America Central America</p>	<p><b>Chronological understanding</b> I realise that we use dates to describe events in time</p> <p>I can use phrases such as ‘over 500 years ago’ in my writing</p> <p><b>Historical Enquiry</b> Realises that we can find out about a person’s life by using a range of sources, such as letters, as well as books</p> <p>Children are able to gather ideas from a few simple sources when building up their understanding</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p> <p><b>Organisation and communication</b> I can use time lines to place an event or significant person</p>
<p><b>To recognise that there are many versions of the Columbus story and to discuss the different interpretations.</b></p> <p>Children will learn that there are many different versions of the Columbus story through looking at various sources. Children will discover why there are so many different versions of the story and how this came to be because of the time of his discovery. In their independent activities children will create their version of the story through looking at many different sources to show how every version can be so different.</p>	<p>Interpretations Reliable Sources Opinions</p>	<p><b>Historical interpretation</b> Realises that not all sources of information answer the same questions</p> <p>Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events</p> <p><b>Cause and consequence</b> I can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent.</p>

<p><b>To recognise the effect of Christopher Columbus' discovery on the rest of the world.</b></p> <p>Children will learn that as a result of Columbus' voyages this opened up the way for people to explore and colonize the Americas. Children will discuss the impact of his expedition and discuss the positive and negative affect it had on the lives of people living in the Americas. In their independent activities children will weigh up the pros and cons of Columbus' journey to the America's recognising the reason that Christopher Columbus is both recognised as a hero but also criticised.</p>	<p>Effect Consequence Change Colonize</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b></p> <p>I can look at evidence to give and explain reasons why people in the past may have acted in the way they did</p> <p>I can recount the main events from a significant event in history.</p> <p><b>Historical interpretation</b></p> <p>Understand that people can disagree about what happened in the past without one of them being wrong.</p> <p><b>Cause and consequence</b></p> <p>I can look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>I can give a few consequences of events/people's actions, e.g. giving a convincing explanation of 'why we remember Florence Nightingale'</p>
<p><b>To learn about the achievements of Jacques Piccard who designed and made the Trieste which was the first submarine to go to the bottom of the Mariana Trench.</b></p> <p>Children will learn about the history of Jacques' family which influenced him becoming an explorer himself. Children will learn about the consequences of Jacques' expedition to the bottom of the Mariana trench and the affect it had on the dumping of nuclear waste for conservation. In their independent activities children will discuss answer and ask questions about Piccard.</p>	<p>Marina trench Submarine Trieste Model Swiss engineer</p>	<p><b>Organisation and communication</b></p> <p>I can use time lines to place an event or significant person</p> <p><b>Cause and consequence</b></p> <p>I can give a few consequences of events/people's actions</p> <p><b>Historical Enquiry</b></p> <p>Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers</p>
<p><b>To learn about the achievements of Amelia Earhart and the impact this had on future aviation achievements.</b></p>	<p>Atlantic Aviation Ninety-Nines</p>	<p><b>Organisation and communication</b></p> <p>I can use time lines to place an event or significant person</p>

<p>Children will learn about Amelia Earhart's life before her adventure across the Atlantic Ocean as well as discussing the fact that some achievements happen by chance. Children will then learn about how some adventures don't go to plan when looking at her attempt to become the first woman to fly around the world. In their independent activities children will put themselves into the role of Amelia Earhart before her attempt to fly around the world in a conscience alley.</p>	<p>United states distinguished flying cross</p>	<p><b>Cause and consequence</b> I can give a few consequences of events/people's actions</p> <p><b>Historical Enquiry</b> Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers</p>
<p><b>To learn about the achievements of Benedict Allen, comparing how his life with indigenous people is different to ours.</b> Children will learn about the life of Benedict Allen before he started his adventures. Children will learn about his lifestyle choice to explore areas of the world that had already been explored. Children to learn about his time in Papua New Guinea where he was the only outsider to go through a tribal ceremony. In their independent activities children will compare how indigenous people's lives are different to that of our own.</p>	<p>Indigenous Tribal ceremony Kit Expedition Trekking Similarities Differences</p>	<p><b>Organisation and communication</b> I can use time lines to place an event or significant person</p> <p><b>Historical Enquiry</b> Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers</p> <p><b>Chronological understanding</b> I can use the words and phrases such as: <a href="#">recently</a>, <a href="#">decades and centuries</a>.</p>

## Unit overview for Year 3 Stone Age to Iron Age

Progression	Outcomes
<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>• F1 castle role play. How life was different in the past.</li> <li>• Fs2 read The Stone Age Boy- How life was different in the past.</li> <li>• Yr 1 castles topic. How the castle was used and why they were built.</li> </ul> <p><b>Links to:</b></p> <p><b>Literacy-</b> Study of the novel Iron Man by Ted Hughes</p> <p><b>Science-</b> different types of rock</p> <p><b>DT-</b> Designing and making forts. Making an Iron Man model</p> <p><b>RE-</b> Religion during the Stone Age and building of Stone Henge</p> <p><b>Geography-</b> human geography and settlements</p>	<p><b>In this unit, pupils will learn about:</b></p> <ul style="list-style-type: none"> <li>• When was the Stone Age?</li> <li>• How do we know about the Stone Age?</li> <li>• How people lived in the Stone Age</li> <li>• Discovery of Bronze- How did it change people's lives?</li> <li>• Discovery of Iron- How did it change people's lives?</li> <li>• Tribes, iron age forts and invasions</li> </ul>
Assessment	
<p><b>Activating prior knowledge:</b></p> <ul style="list-style-type: none"> <li>• How was life different in the past?</li> <li>• Why were castles built?</li> <li>• How were they used?</li> </ul>	
<p><b>By the end of the topic, pupils will be able to</b></p> <ul style="list-style-type: none"> <li>• Give the order of the prehistoric time periods.</li> <li>• Describe what life was like in each time period.</li> <li>• Explain why iron age forts were built.</li> <li>• Give some examples of how we know about the past.</li> </ul>	

## Unit overview for Year 3 Stone Age to Iron Age

Substantive knowledge	Vocabulary	Disciplinary knowledge (skills)
<p><b>When was the Stone Age?</b></p> <p>The Stone Age was a huge period of time, which lasted over 2 million years. <b>The Stone Age period began when the first human-like animal came into existence.</b></p> <p><b>This period is described as being prehistoric</b> because it was at a time before written records were kept. As a result, there is limited evidence of what life was like during the Stone Age. Archaeologists must rely on clues that were left behind.</p> <p>The stone Age gets its name from the tools made from stone at this period. It is split into 3 different periods: Palaeolithic, Mesolithic and Neolithic.</p> <p>The prehistoric period came to an end when the Romans invaded Britain</p> <p><b>The prehistoric period is divided into three ‘ages’. They are known as the Stone Age, the Bronze Age and the Iron Age.</b></p>	<p>Stone Age, Bronze Age, Iron Age, Prehistoric</p>	<p><b>Chronological Understanding</b></p> <p>I can place periods of time on a timeline.</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b></p> <p>Children understand some of the key characteristics of the period being studied</p>

**How do we Know About the Stone Age?**

Prehistoric people left no written records, so how do we know about their lives?

Archaeologists work like detectives looking for evidence. They use this evidence to build up a picture of the past.

**The remains of homes and temples** show how people lived and worshipped. Tools and weapons give clues about the way people worked and fought. Bumps and ridges in the landscape show the layout of ancient villages, fields and forts.

Some of the best **evidence comes from human remains**. Skeletons have been found buried with their possessions and a few bodies have been preserved in bogs.

By examining human remains, experts can work out when a person lived. Sometimes they can even suggest what they looked like!

**Stonehenge** is one of the world’s most famous monuments. It stands on Salisbury Plain, in Wiltshire, and its giant stones can be seen from miles around.

Stonehenge was built over many hundreds of years. Work began in the late Neolithic Age, around 3000 BC. Over the next thousand years, people made many changes to the monument. The last changes were made in the early Bronze Age, around 1500 BC.

**Archaeologists are still trying to work out the purpose of this monument.**

Archaeologists, evidence, remains, preserved

**Historical Interpretation**

I give reasons why there may be different accounts of history.

### **How People Lived in the Stone Age**

In the early stone age people lived in caves, but other types of shelter were developed as the stone age progressed. There were **no permanent settlements** people moved from place to place so they could get the food and shelter they needed.

**Early Stone Age people hunted with sharpened sticks. Later, they used bows and arrows and spears tipped with flint or bone. People gathered nuts and fruits and dug up roots. They went fishing using nets and harpoons.**

Most Neo-lithic people build houses with wooden frames, but there were some places where wood was hard to find.

The Skara Brae settlement on the Orkney Isles dates from between 3200 and 2700BC. It is made up of a group of one-roomed circular homes made of stone.

These houses have built-in furniture made completely from stone. There are stone seats and beds and even stone shelves where precious objects were kept!

Today, the homes at Skara Brae are open to the air, but they were probably covered with roofs of turf and bracken. Each home would have been linked by a set of covered passageways, so people could visit whilst keeping warm and dry.

Stone Age people cut up their food with sharpened stones and cooked it on a fire. They used animal skins to make clothes and shelters. After a good day's hunting people could feast on meat. But the next day they had to start finding food again!

**In the early Stone Age, people made simple hand-axes out of stones. They made hammers from bones or antlers and they sharpened sticks to use as hunting spears.**

settlement, shelter, tools,  
hunter – gatherer,

### **Historical Enquiry**

I use documents, printed sources, internet, databases, pictures, music, and artefacts to collect evidence about the past.

### **Knowledge and understanding of past events, people and changes in the past**

I can use evidence to describe everyday life in the past.

<p><b>Discovery of Bronze- How did it change people's lives?</b></p> <p><b>Bronze Age</b>          Around 2500BC settlers from mainland Europe brought a new skill to Britain. <b>They were metalworkers who knew how to work with copper. Gradually, Britons learned to make objects from copper, gold and bronze.</b></p> <p><b>By 2100BC, Britons were mining metals.</b> Trading ships travelled to mainland Europe carrying copper, tin and precious objects made by metalworkers.</p> <p><b>HOW DID IT CHANGE?- EXAMPLES</b></p>	<p>Bronze- Age, metal workers, mining</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b>          I can use evidence to describe everyday life in the past.</p>
<p><b>Discovery of Iron- How did it change people's lives?</b>  <b>Around 800 BC people in Britain learned how to use iron.</b> This discovery had a dramatic impact on everyday life. <b>Iron tools made farming much easier than before and settlements grew in size.</b></p> <p>During the Iron Age, the Celtic people spread out across Europe and many settled in Britain. The ancient Britons followed a Celtic way of life. They produced fine metalwork and enjoyed feasting, music and poetry.</p> <p><b>Iron Age blacksmiths made strong swords</b> by heating a bar of iron over a charcoal fire. When the iron was white-hot, the smith rested the bar on an anvil. Then he hammered it into shape before it cooled. Smiths worked with tongs and hammers and they used metal files to smooth off any rough edges from the finished sword</p>	<p>Iron Age, tools, blacksmiths</p>	<p><b>Knowledge and understanding of past events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>• I can describe how some of the things I have studied from the past improved people's lives.</li> </ul>
<p><b>Tribes, iron age forts and invasions</b></p>	<p>Clans, tribes, hill fort, defence, wattle and daub, thatched roof,</p>	<p><b>Historical Enquiry</b>          I suggest sources of evidence to help me answer questions.</p>



**Iron Age Britain was a violent place. People lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks.**

By the end of the Iron Age many people lived in hill forts. The forts were surrounded by walls and ditches and warriors defended their people from enemy attacks.

Inside the hill forts, families lived in round houses. These were simple one-roomed homes with a pointed thatched roof and walls made from wattle and daub (a mixture of mud and twigs).

In the centre of a round house was a fire where meals were cooked in a cauldron. Around the walls were jars for storing food and beds made from straw covered with animal skins.

## Unit Plan Year 3- Egyptians

Progression	Outcomes
<p><b>Prior learning:</b> Children have learnt about the stone age and what was life was like for them here in England.</p> <p><b>Links to:</b> Physical Geography- map work looking at where Egypt is and the countries/ seas that surround it. The weather and climate in Egypt. Human Geography- The River Nile and it's importance to settlement. DT- making Pharaohs masks.</p> <p><b>Assessment:</b></p>	<p>By the end of this unit pupils should <b>know</b>:</p> <ul style="list-style-type: none"><li>• Who were the Egyptians?</li><li>• When and Where did they live?</li><li>• The importance of the river Nile</li><li>• What pastimes the Egyptians had</li><li>• Who the Egyptian Pharaohs were and the symbols associated with them.</li><li>• Why the Egyptians built the pyramids</li><li>• About the different Egyptian gods and goddesses.</li><li>• What ancient hieroglyphics mean and what they looked like.</li><li>• Why the Egyptians mummified people.</li><li>• What was discovered in Tutankhamen's tomb</li><li>• Who Cleopatra was and how she is remembered.</li></ul>

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>Who were the Egyptians? Where and when did they live?</b></p> <p>The ancient Egyptian civilisation began <b>5,000</b> years ago when people started building villages next to the River Nile in <b>north-east Africa</b>. It lasted for around <b>3,000</b> years.</p>	<p>Egyptian/ Egypt/ ancient times/ Egyptology/ Egyptologist</p>	<p><b>Chronological understanding</b></p> <p>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</p>
<p><b>The importance of the River Nile</b></p> <p>The river was an important source of water in a hot and dry desert landscape. It enabled the ancient Egyptians to grow lots of crops like wheat, barley, fruit and vegetables. They also grew flax to make clothes and papyrus to make paper.</p> <p>The ancient Egyptians based their farming around the annual flooding of the River Nile.</p> <p>To make the most of the annual rising and falling of the Nile, the Egyptians dug channels and walls to divert flood water away from cities and towards fields for farming. This was called basin irrigation.</p> <p>They also invented tools like the shaduf. A shaduf is a long pole with a bucket attached to the end, which people could use to raise and move water from rivers or lakes onto land</p>	<p>Settlement/ papyrus/ flax/ basin irrigation/ shaduf/ nilometer</p>	<p>Historical enquiry</p> <p>I ask "what was it like for... during...?"</p> <p>I suggest sources of evidence to help me answer questions.</p> <p><b>Knowledge and understanding of past events</b></p> <p>I can use evidence to describe the houses/ settlements/clothes/ways of life/ culture/ leisure activities/attitudes and beliefs from the past.</p>
<p><b>Who were the ancient Pharaohs?</b></p> <p>The ancient Egyptians were ruled by kings and queens called <b>pharaohs</b>.</p> <p>Most were men but there were some famous female pharaohs like Nefertiti and Cleopatra. The pharaoh was the most important person in the kingdom and was in charge of the government and every temple. The Egyptian believed that the pharaoh was half-man, half-god</p>	<p>Pharaoh/ ruler/ kingdom/ government</p>	

<p>Egypt used to be split into two kingdoms, Upper Egypt (known as the white crown) and Lower Egypt (known as the red crown). We know that at some time around 3100 BC the north took the south and joined them together and the first true pharaoh, King Narmer ruled over it.</p>		
<p><b>Why did they build the ancient pyramids?</b></p> <p>They built special tombs to be buried in, which they filled with all their favourite things. Some pharaohs built their tombs in the shape of giant <b>pyramids</b>.</p> <p>The largest Egyptian pyramid ever built was Pharaoh Khufu's Great Pyramid of Giza. It is the tallest pyramid that you can see in this picture. It is made from over two million stone blocks.</p> <p>The Valley of the Kings was a royal burial ground for lots of the pharaohs including Tutankhamun.</p> <p>A sphinx is a mythical creature with the body of a lion and the head of a human. They were often carved</p>	<p>Pyramid/ tomb/ Valley of the Kings/ Tutankhamun/ sphinx</p>	<p>I can use evidence to describe the houses/ settlements/ clothes/ ways of life/ culture/ leisure activities/ attitudes and beliefs from the past.</p>
<p><b>Egyptian pastimes</b> The ancient Egyptians didn't spend all their time working or preparing for the afterlife. They also liked to play lots of board games - especially the adults!</p> <p>Board games were all played with ancient Egyptian versions of dice called <b>throw sticks</b> or <b>knuckle bones</b>. This was because they were all games of chance. For the ancient Egyptians, the element of chance symbolised that their fate was in the hands of the gods.</p> <p>Egyptian throw sticks which were used as dice. Every stick has a flat side and a rounded side. They would throw them in the air and when they landed, the number of flat sides showing told them how many places they could move.</p> <p><b>Mehen</b> was named after the ancient Egyptian snake-god Mehen. The board is a coiled snake divided into squares and the playing pieces are marbles and lions. Mehen can be played by up to six people. <b>Senet</b> is one of the oldest games in the world. It was very popular throughout</p>	<p>Pasttimes/ throw sticks/ knucklebones/ symbolise/ fate/ mehen/ senet/ spirits/ afterlife</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b></p> <p>I can use evidence to describe the houses/settlements/clothes/ways of life/ culture/leisure activities/ attitudes and beliefs from the past.</p>

<p>ancient Egypt. Even Tutankhamun was buried with a senet board. The ancient Egyptians believed that if you won a game of senet, you would have a safe journey into the afterlife.</p>		
<p><b>Egyptian Gods and Goddesses</b></p> <p>Religion was an important part of their civilisation. They worshiped over <b>2,000</b> gods and goddesses!</p> <p>Egyptians believed that a long time ago, only chaos existed. Out of chaos a hill emerged (called the <b>Benben</b>). The first god, <b>Atum</b>, was sitting on the hill.</p> <p>Atum, realising he was alone, created two children called <b>Shu</b> and <b>Tefnut</b>. His children left to create the world. Shu and Tefnut were away for a long time so Atum sent his eye to look for them.</p> <p>Shu and Tefnut returned with Atum's eye and he was so grateful the eye started crying. The tears dropped to the earth on the hill and from them the first humans were created!</p>	<p>Benben/ Atum/ Shu/ Tefnut/ belief/ myth</p>	<p><b>Knowledge and understanding of past events</b></p> <p>I can use evidence to describe the houses/ settlements/ clothes/ ways of life/ culture/ leisure activities/ attitudes and beliefs from the past.</p>
<p><b>What were hieroglyphics and what did they mean?</b></p> <p>The ancient Egyptians invented one of the earliest known writing systems. The symbols they used were called <b>hieroglyphs</b>, which comes from a Greek word meaning '<b>sacred carving</b>'. This is because the ancient Egyptians believed that hieroglyphs had been invented by the gods. This is not surprising because hieroglyphs were very beautiful.</p> <p>Hieroglyphs included around 700 different signs of objects and animals. Some signs were pictorial or symbolic and stood for whole words. Some signs were phonetic, which means they stood for sounds.</p> <p>Hieroglyphs could be written vertically, horizontally, left to right, or right to left! The <b>phonetic</b> hieroglyph alphabet is the closest version to our</p>	<p>Hieroglyphics/ sacred/ symbolic</p>	<p><b>Cause and consequence</b></p> <p>Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people (How the use of these symbols has influenced how people read and write today.)</p>

<p>modern English alphabet. It is not exactly the same because the ancient Egyptians did not have symbols for vowel</p>		
<p><b>Why did the Egyptians mummify people?</b></p> <p>The ancient Egyptians also believed in a never-ending afterlife. They thought it was more important than their life on Earth, so they spent a lot of time planning for their death.</p> <p>The ancient Egyptians preserved the bodies of important people through mummification</p>	<p>Mummification/afterlife/ Canopic jars/ sarcophagus/ ushabti</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b></p> <p>Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. ( They tend to describe rather than explain and tend to speak about the society as if everyone felt the same)</p>
<p><b>Who was Tutankhamen? What was discovered in Tutankhamens tomb</b></p> <p>Tutankhamun became pharaoh after the death of his father <b>Akhenaten</b>. Akhenaten was a very controversial ruler. He outlawed all of the gods except for one called Aten.</p> <p>Tutankhamun inherited the throne at the age of 9 or 10. Because he was so young, he had powerful advisers around him to help him rule Egypt.</p> <p>Tutankhamun reigned for roughly 10 years. He died around the age of 18 and was buried in a tomb in the <b>Valley of the Kings</b>.</p> <p>His burial place was hidden for many centuries. It was discovered by the Egyptologist <b>Howard Carter</b> in 1922. It contained many amazing artefacts, including Tutankhamun's famous golden death mask, a chariot and a dagger made from meteorite iron!</p>	<p>tomb</p>	<p><b>Historical enquiry</b></p> <p>I use documents, printed sources, internet, databases, pictures, music, and artefacts to collect evidence about the past.</p>
<p><b>Who was Cleopatra and how is she remembered?</b></p> <p>Cleopatra VII was the last ruler of ancient Egypt. She ruled for around 21 years in the city of Alexandria</p> <p>Cleopatra was thought to have been born around 69 BC. She took over as the ruler of Egypt when her father died. Women were not</p>		<p><b>Historical interpretation</b></p> <p>I give reasons why there may be different accounts of history.</p> <p><b>Historical enquiry</b></p> <p>I suggest sources of evidence to help me answer questions.</p>

allowed to rule on their own at the time. Therefore, Cleopatra's younger brother, who was called Ptolemy XIII, ruled with her. Ptolemy XIII decided that he no longer wanted to rule with his sister so he had her thrown out of Alexandria. He had also managed to anger a Roman general named Julius Caesar at the same time. Cleopatra heard what had happened and wanted to speak to Caesar before her brother could. She wrapped herself in a duvet and had herself sent to Caesar. He was impressed and offered to help her to challenge her brother. This was successful and Cleopatra became the ruler of Egypt again.

Cleopatra is known for her political awareness, power and rule during a time when all rulers were under threat of being overthrown or killed.

She was well educated in mathematics, philosophy and astronomy, and spoke a number of different languages.

She led a fleet of ships into battle, influenced two of the most powerful men of that time and ruled Egypt for thirty years, during one of the most turbulent periods in time in that region

**Cause and Consequence**

Analysing actions of people in historical settings; focusing only on what one person wanted.

## Unit overview for Year 4 The Romans

Progression	Outcomes
<p><b>Prior learning:</b> Understand the terms BC and AD To know of Britain during the Iron Age</p> <p><b>Links to:</b></p> <p>PE- moving as an army Art – mosaics Maths – Roman numerals Drama- Boudicca’s rebellion Geography- finding Roman sites / place names</p>	<p><b>By the end of this unit pupils should know:</b></p> <ul style="list-style-type: none"><li>• Where The Romans came from</li><li>• When the Romans invaded</li><li>• Who opposed the Romans in Britain</li><li>• How Rome was ruled and its legacy for our democracy</li><li>• Daily life for a Roman</li><li>• The role of slaves in Roman society</li><li>• What the Romans changed in Britain</li><li>• When the Romans left Britain and why</li></ul>
Assessment	
<p>Class discussions. Work produced. Assessment questions before and after topic.</p>	



Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>What does the term invasion mean? Who were the Romans and when did the Roman invasion of Britain take place?</b></p> <p>Invasion means when an army overtakes someone's land, country or city usually by an act of war. The Romans came from Rome, a city in what we now know as Italy. The Romans first tried to invade Britain in 55BC, led by a man called Julius Caesar. He tried twice. In 43 AD the Emperor Claudius invaded again, this time successfully.</p>	<p>invade, army, AD and BC, emperor, Empire, Julius Caesar, Claudius, Italy</p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• I understand that a time line can be divided into periods BC</li> <li>• I can talk about the past in terms of periods</li> <li>• I realise that Ancient means thousands of years ago</li> </ul>
<p><b>Why did the Romans want to invade Britain?</b></p> <p>They came to Britain looking for riches- land, slaves, and most of all, iron, lead, zinc, copper, silver and gold. However, they weren't just a destructive force - they built new forts, new settlements and roads. They spread their culture, language and laws.</p> <p>However the Romans decided they didn't want to take over land as far north as Scotland, so they built a wall to separate England and Scotland and keep out the Celtic tribes who lived there. This is called <b>Hadrian's Wall</b> because Hadrian was the Roman emperor at the time.</p>	<p>precious metals, fort, slaves, settlement, culture, laws, Celt, tribes, Hadrian's Wall, Scotland</p>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>• Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action</li> <li>• Realises that events usually happen for a combination of reasons</li> </ul>
<p><b>Who was Boudicca and what was her role in Britain against the Romans?</b></p> <p>When the Romans invaded, the Celtic tribes had to decide whether or not to fight back. If they made peace, they agreed to obey Roman laws and pay taxes. In return, they could keep their kingdoms. However, some Celtic leaders chose to fight. After years of heavy taxes and the Romans taking their land, some Celtic tribes were desperate for revenge. In AD60, one leader who chose to fight was Queen Boudicca of the Iceni tribe. She raised a huge army and went on a rampage, burning the Roman towns of Colchester and London, before heading north to St Albans. When the Roman army heard about this, they turned back from their campaign in Wales to face Boudicca. Even though the Romans were outnumbered by Boudicca's 200,000 warriors, they were better trained and had better armour. Both sides clashed in a fierce battle, but the Romans won.</p>	<p>taxes, revenge, campaign, outnumbered, armour, Fact, opinion, Boudicca</p>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>• I have looked at different versions of the same event in history and can identify differences in the accounts.</li> <li>• I know that people both now and in the past represent events or ideas in a way that persuades others.</li> <li>• Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past.</li> </ul>

<p><b>Why was the Roman army so efficient?</b> The Roman army was the <b>largest</b> fighting force in the ancient world.</p> <p>One of the main reasons Rome became so powerful was because of the strength of its army. It conquered a vast empire that stretched from Britain all the way to the Middle East. The army was <b>very advanced</b> for its time. The soldiers were the best trained, they had the best weapons and the best armour.</p>	<p>centurion, standard, ballista, legionary. legion. crossbow Catapult, armour, camps, elin, shield, tunic, scutum, helmet, greaves</p>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• I use documents, printed sources, internet, databases, pictures, music, and artefacts to collect evidence about the past.</li> <li>• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.</li> </ul>
<p><b>What was Roman life like and how we know?</b> We know about life in Roman times due to the artefacts found, the buildings that still exist today in the different conquered countries, legends past down and written accounts from the time. We also know much about their daily life from the ruins of Pompeii. which was preserved in time by the ashes of Versus.</p> <p>Homes were often decorated with mosaics which are pictures made from coloured tiles. Many of these have survived to this day which again help tell us about life in Roman times. Busts were also very popular and many wealthy Romans would put a bust of an ancestor in their homes. There are busts of the Emperors too.</p> <p>Every Roman city had a public bath where people came to bathe and socialize. Friends would meet up to talk and get clean. The most famous example of a Roman baths in this country in in the city of Bath.</p> <p>Roman children started school at the age of 7. Wealthy children would be taught by a full time tutor. Other children went to public school. They studied subjects such as reading, writing, math, literature, and debate. School was mostly for boys, however some wealthy girls were tutored at home. Poor children did not get to go to school.</p>	<p>architect , gladiators, Colosseum, amphitheatre, toga, mosaic, baths , slave, chariot, Basilica, villa, coin, volcano, Pompeii, Versus,</p>	<p><b>Knowledge and understanding of past events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>• With help, I choose reliable sources of factual evidence to describe houses/settlements/culture/leisure activities/clothes/ ways of life/ buildings/ beliefs of the people in the past.</li> <li>• With help, I choose reliable sources of factual evidence to show how the lives of the rich and poor people from the past differed.</li> <li>• I can describe some similarities and differences between some people, events and objects that I have studied.</li> </ul>

<p>Romans kept slaves to do much of their work. Slaves were often foreigners who had been captured. Some slaves became gladiators who fought to the death in an amphitheatre- this was a large part of Roman entertainment.</p>		
<p><b>How was Rome ruled?</b>  Legend has it Rome was founded by twin brothers, Romulus and Remus, who were the sons of the god Mars. They fought over where to build the city, Romulus killed Remus and named the city after himself.</p> <p>Initially Rome was ruled by Kings but then it became a republic, which didn't allow one person to have complete control of the city. Instead, a group of men called senators shared power. Only free men could vote when Rome was a republic. Our democracy is based on this system. However as the Roman republic grew more powerful, so did its army. In 49BC, Julius Caesar wanted to rule Rome like a king again. Some senators didn't like this and they killed him in 44BC. A few years later, his adopted son Octavius took power and became the first Emperor of Rome.</p>	<p>Remus, Romulus, senator, democracy, republic, citizen</p>	<p><b>Knowledge and understanding of past events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>• With help, I choose reliable sources of factual evidence to show how the lives of the rich and poor people from the past differed.</li> <li>• I can describe how some of the things I have studied from the past affect today</li> </ul>
<p><b>What did the Romans believe in?</b></p> <p>The Romans believed in many gods and goddesses, each of which they would pray to and offer gifts or sacrifices for a specific purpose.</p>	<p>sacrifice, , religion, myths, gods and goddess- Apollo, Bacchus, Neptune, Mars, Mercury, Janus, Venus, Pluto, Diana, Flora</p>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• I use documents, printed sources, internet, databases, pictures, music, and artefacts to collect evidence about the past.</li> </ul>
<p><b>Why did the Roman era end and what impact did it have on Britain then and today?</b>  The Romans remained in Britain from 43AD to 410 AD. They left because the armies were needed to defend other parts of the Empire.  Before the Romans Britain didn't live in cities or towns. Some of the Roman cities are still around today- a place name which has 'chester' in it comes from the Latin word for 'fort'. Much of our language, writing and numbers is based on the Roman system as is our calendar. Before the Romans Britain had no proper roads. They made the roads as straight as possible to get around quickly. Many of our motorways have follow these old roads.</p>	<p>Roman numerals, aqueduct, fort, calendar, defend, democracy,</p>	<p><b>Knowledge and understanding of past events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>• I can describe how some of the things I have studied from the past affect today</li> </ul>

## Unit overview for Year 4 World War II

Progression	Outcomes
<p><b>Prior learning:</b> Some knowledge of their family tree Some knowledge of Europe as the continent we live in understand the term invasion</p> <p><b>Links to:</b></p> <p>DT- making shelters/ make do and mend knitting or repairing an item/ cooking using limited ingredients Art – Blitz night skies Geography- map skills of the Allied and Axis Forces</p>	<p><b>By the end of this unit pupils should know:</b></p> <ul style="list-style-type: none"><li>• When the war started and ended</li><li>• Some understanding of why the war started and the main leaders of that time</li><li>• Describe what 'The Blitz' was and how it caused children to be evacuated</li><li>• To understand what rationing was and why it happened</li><li>• Describe the role of women during the war</li><li>• Understand what the Holocaust was and who suffered as a result of it</li></ul>
Assessment	
<p>Class discussions. Work produced. Assessment questions before and after topic.</p>	

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>When did World War II start and end? What countries were involved in the war?</b></p> <p>Germany invaded Poland on the 1<sup>st</sup> September 1939. Britain declared war on Germany on the 3<sup>rd</sup> September 1939. The war ended on the 2<sup>nd</sup> September 1945. Although it was a world war, the main Allied Forces were: the United Kingdom, France and later the USA, The main Axis Forces were: Germany, Japan and Italy.</p>	<p>invade, occupied, declare, Allied and Axis forces, Poland, United Kingdom, Germany, France, Japan, Italy, France, USA, political, pact, Adolf Hitler, chancellor, radio/ wireless,</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>I can use a time line to place events I have found out about both in this country and abroad.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Realises that events usually happen for a combination of reasons</li> </ul>
<p><b>Why did World War II breakout?</b></p> <p>World War II began when the UK and France declared war on Germany, after German troops led by Adolf Hitler had invaded Poland on 1 September 1939 to claim land there as their own. Hitler had already invaded Austria and Czechoslovakia, so the war began over his plan to take more land for Germany.</p>	<p>troops, Nazis, telegram, Neville Chamberlain, Winston Churchill, Army, Navy, Air Force, alliance</p>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>I use documents, printed sources, internet, databases, pictures, music, and artefacts to collect evidence about the past.</li> <li>I suggest sources of evidence to help me answer questions.</li> </ul>
<p><b>What was 'The Blitz' and who did it affect? Why was Sheffield bombed?</b></p> <p>'Blitz' is the German word for 'lightning'. When an attack is made by planes, it is called an air-raid. During the <b>Blitz</b>, Britain was attacked by air-raids. People built air-raid shelters in their gardens to protect themselves called Anderson Shelters. If they had no garden or lived in the city people went to underground air raid shelters, such as London Underground Stations.</p> <p>In 1940, Sheffield was one of the Allies' most important cities producing steel and armaments. For Hitler and his Luftwaffe (air force) it was a key target and</p>	<p>blackout, allotments, Anderson shelter, Underground, warden, air raid, drills, barrage balloon, Spitfire, Luftwaffe, siren, factory, bombers, Doodlebug</p>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>I use documents, printed sources, internet, databases, pictures, music, and artefacts to collect evidence about the past.</li> <li>I ask "what was it like for... during...?"</li> </ul>

<p>the city suffered three nights of devastating bombing between December 12 and 15.</p>		
<p><b>Why and where were children evacuated? What are the personal memories of the pupils' families?</b>          During World War II, over 3.5 million children, along with some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities, were evacuated from the cities to the countryside, where it was believed they would be safer from bombing. All evacuees had to take their gas mask, ration book and identify card. When they reached their destination, a billeting officer would arrange a host family for them.          Evacuations happened in waves, beginning on 1<sup>st</sup> September 1939.          People's experiences of evacuation varied greatly; do the pupils have any relations with personal memories?</p>	<p>gas mask, billet officer, cuate, host family, evacuee,</p>	<p><b>Knowledge and understanding of past events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>I can describe some similarities and differences between some people, events and objects that I have studied.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>I ask "what was it like for... during...?"</li> </ul>
<p><b>Why and what food was rationed? What else was rationed and why?</b>          Supply ships were targeted by German bombers and it was necessary to conserve as much food as possible. Rationing meant that each person was only allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed. People were encouraged to 'Dig for Victory' and grow as much of their own food as possible.          petrol, soap, clothing and timber were also in short supplied. Clothing ration books were also issued and people were encouraged to 'make do and mend'.</p>	<p>rations, coupons, preserve, scarce, shortage</p>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>I use documents, printed sources, internet, databases, pictures, music, and artefacts to collect evidence about the past.</li> <li>I ask "what was it like for... during...?"</li> </ul> <p><b>Knowledge and understanding of past events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>With help, I choose reliable sources of factual evidence to describe houses/settlements/culture/leisure activities/clothes/ ways of life/ buildings/ beliefs of the people in the past.</li> </ul>

<p><b>How did the role of women change during the war?</b></p> <p>Before the war, most women stayed home and didn't go out to work. Those who did work were paid less than men and restricted to what jobs they could do. During the war, however, women were needed to do jobs that men had had before due to a labour shortage. Some also joined the armed forces. After the war, many lost their jobs but their experiences led them to campaign for equal working rights.</p>	<p>land girls, factories, code-breaker, WAC</p>	<p><b>Knowledge and understanding of past events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>I can describe how some of the things I have studied from the past affect today</li> </ul>
<p><b>Who was Anne Frank? What was 'The Holocaust'?</b></p> <p>The Holocaust is the term for the killing of over 6 million Jewish people before and during the war under the instruction of Adolf Hitler and the Nazi party. Hitler blamed the Jews for the problems before the war and used propaganda to promote widespread hatred of them. Jewish people were sent to concentration camps where many died or were killed. The Nazis also killed other groups of people, including Roma ('gypsies') and disabled people. They also arrested and took away the rights of other groups, like gay people and political opponents.</p> <p>Anne Frank was a young teenager in the Netherlands during the Holocaust. She lived in Amsterdam with her family, but - in 1942 - the Franks were forced to go into hiding from the Nazis who wanted to get rid of Europe's Jewish population.</p> <p>During this time in hiding, Anne kept a diary, which would go on to become one of the most famous books in the whole world.</p> <p>But she would never live to see her dream of becoming a writer a reality, as she was killed in the <b>Holocaust</b>. It was her father who published her writing, as he survived World War Two and her diary was passed on to him.</p>	<p>refuge, prisoners of war, liberate, Jewish, Star of David, swastika, concentration camp,</p>	<p><b>Knowledge and understanding of past events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>I can describe how some of the things I have studied from the past affect today</li> </ul> <p><b>Knowledge and understanding of past events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>With help, I choose reliable sources of factual evidence to describe houses/settlements/culture/leisure activities/clothes/ ways of life/ buildings/ beliefs of the people in the past.</li> </ul>
<p><b>What events lead to the end of the war?</b></p> <p>Following the success of D-Day, the Allied armies in Western Europe from Britain, France, Canada and the United States started to advance on Berlin from the West. Meanwhile, Soviet forces were attacking from the East, leaving Nazi Germany surrounded. World War 2 ended with the unconditional surrender of the Axis powers. On 8 May 1945, the Allies accepted Germany's</p>	<p>Dunkirk, propaganda, D-Day, surrender,</p>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Explaining general and impersonal causes; Realises that events usually happen for a combination of reasons</li> </ul>

surrender, about a week after Adolf Hitler had committed suicide. VE Day –  
Victory in Europe celebrates the end of the Second World War on 8 May 1945.



## Unit overview for Y5 Anglo-Saxons and Vikings

Progression	Outcomes
<p><b>Prior learning:</b></p> <p>Children will have learnt about the Roman invasion of Britain in Y4</p> <p><b>Links to:</b> SMSC British values, democracy, monarchy, law</p>	<p><b>By the end of this unit pupils should know:</b></p> <p>How the Anglo-Saxons came to Britain, why this period is often referred to as the Dark Ages, give an overview of what life was like in the 8th century before the Viking invasions.</p> <p>When the Vikings first invaded Britain, offer reasons for why the Vikings invaded, recognise and describe the different perspectives of the Viking invasions.</p> <p>That the Vikings settled in Britain after the first raids in the 8th century, use a variety of sources to gather information, describe how the Vikings gained control of the northeast of England.</p> <p>The role King Alfred played in making England a unified country, suggest reasons why he was dubbed 'Great', use a variety of sources of information to find out the life of King Alfred?</p> <p>What life was like for Vikings in Britain, identify differences between Viking and Anglo-Saxon life, identify similarities between Viking and Anglo-Saxon life?</p>
Assessment	<p>That by 1016, England was a unified country under the control of a single king, name the key historical figures and describe their role in events, discuss causes and effects of historical events.</p> <p>Why the Battle of Hastings took place, describe the main events surrounding the Norman conquest, know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain.</p>
<p>On entry and end of topic assessments. Presentations and work produced. Group or class discussions.</p>	

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>To explore what Britain was like before the first Viking invasions.</b></p> <p>Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.</p>	<p>Invasion, Romans, Roman withdrawal, Viking, anglo-saxon, angles, Saxons, jutes</p> <p>B.C.E (Before the Common Era) C.E (The Common Era)</p> <p>B.C (Before Christ) A.D (Anno Domini)</p>	<p><b>Chronological understanding</b></p> <p>I can use words and phrases such as <b>period, century, decade, AD, BC before, after</b> and <b>during</b> when describing the passing of time.</p> <p>I use a time line to demonstrate changes and developments in culture, technology, religion and society.</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b></p> <p>I choose reliable sources of factual evidence to describe houses/settlements/ culture/ leisure activities/clothes/ ways of life/buildings/ beliefs of people from the past.</p> <p><b>Historical Enquiry</b></p> <p>I ask my own questions about what life was like during a specific period in history.</p> <p>I choose reliable sources of evidence to help me answer those questions</p>
<p><b>To find out about the Viking invasions of Britain.</b></p> <p>Children will recap the seven Anglo-Saxons kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793.</p>	<p>The Saxons The Vikings The Dark Ages</p> <p>invasion</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b></p> <p>I choose reliable sources of factual evidence to describe houses/settlements/ culture/ leisure activities/clothes/ ways of life/buildings/ beliefs of people from the past.</p> <p><b>Historical interpretation</b></p> <p>I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p><b>Cause and consequence</b> Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;</p>
<p><b>To find out about the Viking settlement of Britain and how this affected the AngloSaxons.</b></p> <p>Children will find out about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings</p>	<p>civilisation settlers migration settlements</p>	<p><b>Historical interpretation</b></p> <p>I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p><b>Cause and consequence</b> Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in</p>

<p>and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.</p>		<p>terms of immediate and longer-term effects and can see that people were affected differently;  <b>Organisation and communication</b>  I am able to see two sides of a question and can offer arguments on both sides</p>
<p><b>To find out why King Alfred was dubbed ‘Alfred the Great’.</b>  Children will recap the agreement between AngloSaxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England</p>	<p>Danelaw  conversion Christianity  Danegeld</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b>  I choose reliable sources of factual evidence to describe houses/settlements/ culture/ leisure activities/clothes/ ways of life/buildings/ beliefs of people from the past.  <b>Cause and consequence</b>  Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;</p>
<p><b>To explore what life was like for Vikings living in Britain.</b>  Children will look at what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.</p>	<p>Trip to Jorvik?</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b>  I choose reliable sources of factual evidence to describe houses/settlements/ culture/ leisure activities/clothes/ ways of life/buildings/ beliefs of people from the past.  <b>Historical Enquiry</b>  I ask my own questions about what life was like during a specific period in history.  I choose reliable sources of evidence to help me answer those questions  <b>Organisation and communication</b>  I am able to see two sides of a question and can offer arguments on both sides</p>
<p><b>To find out how and when England became a unified country.</b> Children are challenged to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will use fact cards to identify the role various people played and order events into a coherent chronological narrative.</p>	<p>Danelaw  conversion Christianity  Danegeld  unified</p>	<p><b>Chronological understanding</b>  I use a time line to demonstrate changes and developments in culture, technology, religion and society.  <b>Knowledge and understanding of past events, people and changes in the past</b>  I choose reliable sources of factual evidence to describe houses/settlements/ culture/ leisure activities/clothes/ ways of life/buildings/ beliefs of people from the past.  <b>Historical Enquiry</b></p>

		<p>I ask my own questions about what life was like during a specific period in history.</p> <p><b>Cause and consequence</b></p> <p>Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;</p>
<p><b>To find out about the end of the Anglo-Saxon and Viking era in Britain.</b></p> <p>Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Children will consider how Britain might be different today if the Battle of Hastings had had a different outcome. They can also express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.</p>	<p>Legacy, Impact, effect, consequences</p>	<p><b>Historical Enquiry</b></p> <p>I ask my own questions about what life was like during a specific period in history.</p> <p><b>Cause and consequence</b></p> <p>Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;</p> <p><b>Organisation and communication</b></p> <p>My answers are structured and provide supporting evidence for statements made</p> <p>I have a widespread use of period specific detail to make the work more convincing and authentic;</p>

<p><b>Links to school values:</b></p> <p>Respect / achievement/ community/ curiosity</p>	<p><b>Links to school drivers:</b></p> <p>Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity</p>
<p>SMSC: British values, democracy, monarchy</p>	<p>King Alfred the Great</p>

## Unit overview for Y5 Ancient Greeks

Progression	Outcomes
<p><b>Prior learning:</b> Ch will have learnt about another ancient civilisation in Y3 – Egypt Ch have learnt about Romans in Y4 – Links to myths</p> <p><b>Links to:</b> SMSC- British values, democracy and fairness.</p>	<p><b>By the end of this unit pupils should know:</b></p> <p>The terms AD and BC, name and place in chronological order, the main time periods of ancient Greece and discuss some of the main events in each period.</p> <p>The difference between a democracy, oligarchy and a monarchy in ancient Greece, discuss some of the advantages and disadvantages of democracies and monarchies, discuss their own opinions of which type of government they think is best</p> <p>List some similarities and differences between the two city-states of Athens and Sparta, put themselves 'in the shoes of' an ancient Greek and discuss the two city-states, explain their own views and opinions of the two city-states</p> <p>Understand the difference between primary and secondary sources, use given sources to gather or find specific information, have a developing knowledge of what daily life in ancient Greece was like</p> <p>Explain why ancient Greece had a polytheistic religion, explain the importance of religion in the everyday life of ancient Greeks, use given resources to discover information about, and apply their knowledge of, the ancient Greek gods and goddesses.</p>
<p><b>Assessment</b></p> <p>On entry and end of topic assessments. Presentations and work produced. Group or class discussions.</p>	<p>Explain the terms 'scholar' and 'philosopher', discuss some of the main ideas and beliefs of the six philosophers/scholars we have learnt about, voice their own thoughts and opinions about the importance of the ideas and beliefs of these philosophers/scholars</p> <p>Name some ancient Greek ideas or developments that still influence us today, use given sources to further their own learning, express and explain their own views and opinions.</p>

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>To begin to find out who the ancient Greeks were, and place their civilisation in time.</b> Children will become familiar with some of the different ages, or periods, of ancient Greece. In their independent activities, children will apply this knowledge to help them complete a timeline showing important information about, or the main events of, each age or period. In an alternative activity, children will be challenged to answer as many questions about the different ages or periods of ancient Greece as they can.</p>	<p>B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) Ancient Greece The Ancient Greeks</p>	<p><b>Chronological understanding</b> I can use words and phrases such as <b>period, century, decade, AD, BC before, after</b> and <b>during</b> when describing the passing of time.</p> <p>I use a time line to place events, periods and cultural movements I have found out about from all around the world.</p>
<p><b>To understand the different types of government in ancient Greece.</b> Children will explore the three main types of government of ancient Greece: monarchy, oligarchy and democracy. In their independent activities, children will discuss the advantages and disadvantages of two of these types of government: monarchy and democracy. In a drama children will be challenged to put themselves in the shoes of a given character and express their thoughts and feelings about the type of government they live under.</p>	<p>Monarchy, oligarchy, democracy to weigh up both sides  different experiences  on the one hand...</p>	<p><b>Organisation and communication</b>  My answers are structured and provide supporting evidence for statements made  I am able to see two sides of a question and can offer arguments on both sides</p>
<p><b>To compare and contrast the two city-states of Athens and Sparta.</b> Children will find out about the two powerful city-states of Athens and Sparta. Through their own reading and research, they will learn about the similarities and differences between them. Children will be challenged to put themselves into the shoes of an ancient Greek, and think about how they would view each city-state. In the alternative activity, children write statements about each city-state, then organise themselves into a 'life-size' Venn diagram.</p>	<p>Athens, Sparta, land-locked, city states  Reliable, propaganda Eye witness, archaeology</p>	<p><b>Historical interpretation</b>  I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.  I give clear reasons why there may be different accounts of history.</p>
<p><b>To use sources to find out about daily life in ancient Greece</b> Children will first explore the different types of sources we have about the past, and learn how to distinguish between a primary and secondary</p>	<p>Primary source Secondary source</p>	<p><b>Historical Enquiry</b> I am able to see two sides of a question and can offer arguments on both sides</p>

<p>source. In their independent activities, they will use both types of source to research different aspects of the daily life of the ancient Greeks.</p>	<p>Eye witness</p>	<p>I ask my own questions about what life was like during a specific period in history.  <b>Knowledge and understanding of past events, people and changes in the past</b>  I choose reliable sources of factual evidence to describe houses/settlements/ culture/ leisure activities/clothes/ ways of life/buildings/ beliefs of people from the past.</p>
<p><b>To know about religion in ancient Greece</b>  Children will find out about the polytheistic religion of ancient Greece, and the important role the gods and goddesses played in everyday life, from worshipping and festivals to helping to explain natural events through the telling of myths. In their independent activities, children will find out more about the twelve Olympians, and be challenged to recall facts, answer questions and create their own questions. In the alternative activity, children will make their own mini-booklet about the twelve Olympians</p>	<p>Polytheistic  Olympians  myths</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b>  I choose reliable sources of factual evidence to describe houses/settlements/ culture/ leisure activities/clothes/ ways of life/buildings/ beliefs of people from the past.  <b>Organisation and communication</b>  My answers are structured and provide supporting evidence for statements made</p>
<p><b>To find out about the ancient Greek scholars and philosophers</b>  Children will begin by discussing the terms 'philosopher' and 'scholar'. They will then explore the lives, ideas and beliefs of six of ancient Greece's most famous philosophers and scholars. In their independent activities, children will be encouraged to discuss, ask and answer questions about Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes.</p>	<p>Philosopher, scholar, Legacy  Influence</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b>  I choose reliable sources of factual evidence to describe houses/settlements/ culture/ leisure activities/clothes/ ways of life/buildings/ beliefs of people from the past.</p>
<p><b>To know how modern-day life has been influenced by the ancient Greeks</b>  Children will explore the legacy of ancient Greece. They will find out about some of the many ways that ancient Greek ideas and developments still influence our lives today. In groups, children will take part in a carousel activity where they will find out about and discuss the legacy of the ancient Olympic Games, the Greek language, Greek myths, and Greek government.</p>	<p>Legacy  Influence  Impact  significance</p>	<p><b>Cause and consequence</b>  Explains an event using simple form of classification e.g. to do with money or religion;  Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;</p>

## Unit overview for Y6 Crime and Punishment

Progression	Outcomes
<p><b>Prior learning:</b> Gunpowder plot and how this is an act of Treason and the punishment given for their crime in KS1</p> <p>Learnt about Anglo Saxon way of life in Year 5.</p> <p><b>Links to:</b> <b>PSHE/SMSC-</b> British values, democracy, equality and fairness.</p>	<p><b>By the end of this unit pupils should know:</b> Pupils will be expected to order time periods Anglo-Saxons to present day.</p> <p>They will focus on the types of crimes being committed and the relevant forms of punishments given for these crimes. They will think about how fair the punishments were and how the law and types of punishments have changed over time.</p> <p><b>Anglo Saxon crime and punishment. (410AD)</b> There wasn't a police force. Keeping law and order was the responsibility of everyone in the village. They followed laws set out by the king. There were no prisons, punishment was normally a fine or wergild. The death penalty existed for very serious crimes. If jury could not decide if guilty, then implemented trial by ordeal.</p> <p><b>Tudor crime and punishment (1485- 1603)</b> No police force, the laws were strict and most crimes were punished severely. Executions were public events that people would come to watch. They were very popular and huge crowds would attend. Also used stocks and branding irons.</p> <p><b>Georgians/ highwaymen (1714- 1837)</b> This was an era of the Bloody Code when there was a massive increase in the number of capital offences. These were often for quite trivial offences. Punishments were as harsh as possible and as public as possible to deter people from committing crime.</p> <p><b>Victorian crime and punishment (1837 – 1901)</b> They understand that this was great period of growth in prisons: 90 new ones in the first 40 years of Victoria's reign. This period saw the start and growth of the Police force</p> <p><b>Present day crime and punishment. Future crime. What could be the potential issues for our generation?</b></p>



Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>1. Chronology</b></p> <ul style="list-style-type: none"> <li>• The order and dates of periods and events in History previously studied in KS1/2 and those to be recapped during this sequence.</li> <li>- WW2</li> <li>- Stone Age Britain (3500BC – 2500BC)</li> <li>- Ancient Greece (1200BC – 146BC)</li> <li>- Ancient Egypt (3100BC – 322BC)</li> <li>- The Tudors</li> <li>- The Romans (Ancient Rome and the invasion of Britain)</li> <li>- The Victorians</li> <li>- Birth of Jesus</li> </ul>	<p>Chronological order Chronology Period Era AD BC Before After During</p>	<p>My time lines use the following key periods as reference points for my descriptions of the past: BC (Ancient Greeks, Egyptians or Maya) AD (Romans, AD 43) Anglo-Saxons (AD 1485) Today (1939.....)</p> <p>I can use words and phrases such as <i>era, period, century, decade, AD, BC before, after</i> and <i>during</i> when describing the passing of time.</p> <p>I can name the date of any significant event from the past that I have studied and place it on the right place on the time line.</p>
<p><b>2. Anglo Saxons – 410AD</b></p> <ul style="list-style-type: none"> <li>• No prisons.</li> <li>• Punishments were designed to be a huge deterrent to those thinking of breaking the law and they were often brutal.</li> <li>• Different Anglo-Saxon kings and kingdoms had their own laws and punishments.</li> <li>• Different villages and communities were divided into tithings, made up of 10 men, who were all responsible for each other's behaviour.</li> <li>• Hue and cry - when a village wanted to find a criminal, the people would call upon everyone else in the community to find them.</li> <li>• Wergild was a payment system used in Anglo-Saxon times to settle disputes between the criminal and the victim or the victim's family. Wergild would be paid if someone was killed and the amount depended on how important the victim was.</li> <li>• People accused of crimes had to go to court and be tried for their crimes, just like the courts in Britain today, but if the accused protested their innocence, they would have a 'trial by ordeal'.</li> </ul>	<p>Period Era AD BC Before After During Tithing Hue and cry Trial by ordeal Wergild</p>	<p>I can describe the main changes in a period in history. (using words such as <i>social, religious, technological and cultural</i>)</p> <p>I can describe similarities and differences between</p>

<h3>3. Tudors - 1485 – 1603</h3> <ul style="list-style-type: none"> <li>• No police/prisons.</li> <li>• Stealing was widespread, as many poor people could not afford to pay for increasingly expensive food.</li> <li>• Public executions were extremely popular and people would wait for hours to watch them, often taking their children. Some historians have estimated that about 70,000 people were executed during the reign of Henry VIII.</li> <li>• Vagrancy (being homeless) was a crime and punished by being whipped, or even hanged.</li> <li>• Stealing was considered a very serious crime, and even a small amount of money could mean the death penalty.</li> <li>• Some popular punishment forms were the following: scold's bridle, the stocks, the ducking stool, the rack, the drunkard's cloak and the Spanish donkey.</li> </ul>	Period Era AD BC Before After During Vagrancy Execution	<p>I can describe the main changes in a period in history. (using words such as <b>social</b>, <b>religious</b>, <b>technological and cultural</b>)</p> <p>I can describe similarities and differences between</p> <p>I give my own reasons why changes may have occurred, backed up by evidence I have researched.</p>
<h3>4. Georgians/highwaymen - 1714 – 1837</h3> <ul style="list-style-type: none"> <li>• No police force – criminals difficult to catch.</li> <li>• During the Georgian period, trade was increasing and there were more wealthy people who were travelling on the roads, therefore Highwaymen became a bigger threat than in previous eras.</li> <li>• Dick Turpin was one of the most famous highwaymen (born 1705 in Essex and died 1739 by hanging).</li> <li>• Over time, Dick Turpin was portrayed as both a villain as well as a hero (view sources).</li> </ul>	Period Era AD BC Before After During	<p>I can describe the main changes in a period in history. (using words such as <b>social</b>, <b>religious</b>, <b>technological and cultural</b>)</p> <p>I can describe similarities and differences between</p> <p>I give my own reasons why changes may have occurred, backed up by evidence I have researched. Explain an event with reference to abstract ideas such as long and short-term or events building up.</p> <p>I use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts and visits to sites to collect evidence about the past.</p>

		I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
<b>5. British police force created - 1829</b> <ul style="list-style-type: none"> <li>• Charleys (watchmen) - 1663 – nickname came from Charles II. Mainly in big towns. Patrolled the streets on watch for suspicious behaviour.</li> <li>• Bow Street Runners – 1750 – London.</li> <li>• Peelers – the Metropolitan Police Force of London - 1828/1929 by Home Secretary Sir Robert Peel. More powers, more uniform (long blue coats, a truncheon and tall strengthened hats to protect them from blows to the head) and more numbers (around 3000).</li> <li>• By 1839, other areas of the country were developing their own police force.</li> <li>• 1842 – non-uniformed detectives were employed.</li> </ul>	Period Era AD BC Before After During	I can describe the main changes in a period in history. (using words such as <b>social, religious, technological and cultural</b> )  I can describe similarities and differences between  I give my own reasons why changes may have occurred, backed up by evidence I have researched.  When appropriate I understand the need to refer to dates and to see importance of lengths of time e.g. when describing cause
<b>6. Victorian crime + punishment - 1837 - 1901</b> <ul style="list-style-type: none"> <li>• Prison became the main form of punishment for lots of different crimes. Between 1842 and 1877, 90 prisons were built or added to, costing millions. Built after an increasing decline in public support of hangings.</li> <li>• Life in prison was extremely tough – everyone had to complete hard labour in. Activities included the treadmill, the shot drill, picking oakham and the crank.</li> <li>• All activities were in silence, including during exercise time.</li> </ul>	Period Era AD BC Before After During	I can describe the main changes in a period in history. (using words such as <b>social, religious, technological and cultural</b> )  I can describe similarities and differences between  I give my own reasons why changes may have occurred, backed up by evidence I have researched.
<b>7. Present day crime + punishment - Future crime – what could be the potential issues for our generation?</b> <ul style="list-style-type: none"> <li>• Reflect on similarities and differences between periods studied and present day.</li> <li>• Prison is still an option for serious crime/repeated crime, but there are now other options for minor offences e.g. community service, warnings, suspended sentences etc.</li> <li>• Understand current crime levels and crime types in Rotherham/Brinsworth/England and discuss which of these we could help</li> </ul>		I can describe the main changes in a period in history. (using words such as <b>social, religious, technological and cultural</b> )  I can describe similarities and differences between  I give my own reasons why changes may have occurred, backed up by evidence I have researched.

<p>prevent e.g. vehicle crime – not leave things on show in the cars when we leave them.</p> <ul style="list-style-type: none"> <li>Prisoner levels are on the rise, and so is crime.</li> </ul>		<p>I can use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people thin</p>
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<p><b>Links to school values:</b>  <b>Respect / achievement/ community/ curiosity</b></p>	<p><b>Links to school drivers:</b>  <b>Artsmark key principles (inclusive, inspiring, authentic, actively involved, ownership, personal progression) / diversity</b></p>
<p>Community – children will research and discuss crimes in our local area and if there is anything we can do to help reduce/prevent them.</p> <p>Respect – respect for authority and the police force will be reinforced.</p> <p>Achievement – children will appreciate the achievement of significant individuals in crime and punishment history.</p>	<p>Actively involved – throughout these lessons there will be a lot of role play e.g. hard labour in Victorian prisons, trials by ordeal and courtroom situations.</p> <p>Ownership/inspiring – children will be inspired to take ownership of our own local area on both small and large scales, from preventing/tacking petty crime such as littering and graffiti to more serious crime such as burglary and vehicle damage.</p>

## Unit Overview for Year 6 Sweet Like

Progression	Outcomes
<p><b>Prior learning:</b> Children have learnt what was happening in Europe and Egypt around the start of the ancient Mayan civilisation. They will be able to compare life in Europe to that of the Maya.</p> <p><b>Links to:</b>  <b>RE</b> - comparison of religious beliefs in Mayan times to present day  <b>Geography</b> – Map work (locating Central American countries and capital cities), Key physical features in the countries studied to give reasons why the Maya chose to settle there  <b>Music</b> – listening and appraising Maya music, and using this as a stimulus to compose a short piece in the same style  <b>Art</b> – a study of Maya masks</p>	<p><b>By the end of this unit pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Where and when they lived.</li> <li>• How the Maya communicated - Maya writing system : logograms and syllabograms, the Maya number system and Maya calendars.</li> <li>• The types of food eaten by the ancient Maya people, and the significance of maize and chocolate.</li> <li>• The similarities and differences between ancient religions and different religions today.</li> <li>• Characteristics of a range of Maya gods.</li> <li>• The different forms of Maya architecture, including types of homes and pyramids/temples, and how this differed depending on class.</li> <li>• Why the Maya used masks, and the features of their design.</li> <li>• The key features of Maya music by listening and appraising a traditional song, and using this as a stimulus to compose a short piece in the same style.</li> </ul>
Assessment	
<p>On entry and end of topic assessments.  Presentations and work produced.  Group or class discussions.</p>	

Substantive knowledge (facts)	Vocabulary	Disciplinary knowledge (skills)
<p><b>1. Maya Day (introducing the Maya)</b></p> <ul style="list-style-type: none"> <li>• Glyph art - What were was Mayan writing like? What glyphs were used to represent 'months' in the Mayan calendar (The haab')? Compare to Egyptian hieroglyphs. The <b>Maya</b> wrote hieroglyphs (glyphs for short). Their <b>writing</b> was a logosyllabic <b>system</b> in which some signs called <b>logograms</b> represent words or ideas (like "shield" or "jaguar"), while other signs called <b>syllabograms</b> (or phonograms) represent sounds in the form of single syllables (like "pa", "ma").</li> <li>• Maya timeline – recap of BC/AD meanings. Place key Maya events onto a timeline, and compare to other periods of history and ancient civilizations already studied. 2000BC – farming villages began to appear in the Maya region 900AD – classic Maya civilization ended (cities in the Southern lowlands collapsed ) 900AD – 1500AD – 'Post-classic period' – some Maya cities continued to exist in the highlands, but slowly evolved into smaller agricultural villages rather than grand cities until Spanish invasion.</li> <li>• Location of Maya civilization – Central America Main counties – Mexico, Belize, Guatamala, El Salvador, Honduras, Costa Rica, Panama</li> <li>• Maya Maths – The <b>Maya</b> counting system required only three symbols: a dot representing a value of one, a bar representing five, and a shell representing zero. The Maya used the vigesimal system for their calculations - a system based on 20 rather than 10. This means that instead of the 1, 10, 100, 1,000 and 10,000 of our mathematical system, the Maya used 1, 20, 400, 8,000 and 160,000. The three symbols were used in various combinations, to keep track of calendar events both past and future, and so that even uneducated people could do the simple arithmetic needed for trade.</li> </ul>	<p>Maya / Mayan BC AD civilization Central America vigesimal system period</p>	<p>I can use words and phrases such as <i>era, period, century, decade, AD, BC before, after</i> and <i>during</i> when describing the passing of time.</p> <p>I can name the date of any significant event from the past that I have studied and place it on the right place on the time line.</p> <p>My time lines use the following key periods as reference points for my descriptions of the past: BC (Ancient Greeks, Egyptians or Maya) AD (Romans, AD 43) Anglo-Saxons (AD 1485) Today (1939.....)</p> <p>I use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts and visits to sites to collect evidence about the past.</p> <p>I ask my own questions about what life was like during a specific period in history.</p>

<h2>2. Maya Gods and Worship</h2> <ul style="list-style-type: none"> <li>Up to 250 different gods – some of which more important than others depending on who you were within society.</li> <li>What were different gods responsible for?</li> </ul>	<p>Pronunciation of names:          Chaac/Chahk (<i>chalk</i>)          Itzamma (<i>eeets-um-nah</i>)          Yum Kaax          Kukulkan</p>	<p>I use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts and visits to sites to collect evidence about the past.</p> <p>I ask my own questions about what life was like during a specific period in history.</p> <p>I choose reliable sources of evidence to help me answer those questions.</p> <p>Children understand that people's experiences varied depending on status</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing</p>
<h2>3. Maya Architecture</h2> <ul style="list-style-type: none"> <li>Maya society had two main classes: the elite class and the commoner class.</li> <li>Features of a typical commoner house, features of a typical elite house and compare the two. (Commoner - use trees, mud, and grass to construct their homes around one large room. Elite – constructed from stone, more elaborate, had roof combs, highly decorative and furnished).</li> <li>The construction of pyramids and temples inc. pyramids and temples being much larger than intended due to the regular recovering of red plaster (it was easily weathered), which built up layers and increased the size.</li> <li>Also explore observatories, plazas and ball courts.</li> </ul>	<p>Architecture          Commoner houses          Class          Elite class          Commoner class          Society          Construction          Sacrifice          Roof comb</p>	<p>Children understand that people's experiences varied depending on status</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing</p>
<h2>4. Maya Clothing</h2>	<p>Class          Elite class</p>	<p>I can describe similarities and differences between</p>

<p>Clothes were more than for comfort and colour. They were used as a form of communication. You could identify someone's family, social status, and community by their clothing. There were contrasts between the clothing of male/female Maya, and also between the commoner and elite classes, with the elite classes wearing much more elaborate clothing, which included feather headdresses and jewellery made predominately from jade.</p>	<p>Commoner class Society Traditional dress Loin cloth</p>	
<p><b>5. Maya Achievements</b> The Maya hunted, and designed blowpipes, slingshots, fishing lines, dams and snares. The area where they lived was predominantly very dry, so they used cisterns, irrigation systems and underground wells. They produced and dyed clothing using an early loom and weave technique. To prevent and cure illness, the Maya produced medicines from wild poppies, spices and iguanas. The Maya were fascinated by astronomy, and calculated years, observed that the moon orbited Earth and used their knowledge to plan ceremonies, festivals and plant crops. They successfully traded using cacao beans as currency, and maths to calculate how much was owed.</p>	<p>Innovation Invention Adapted Responded to need</p>	
<p><b>6. Maya Masks</b> Mayans used masks for many different reasons. These included as decoration of the faces of the dead, as part of celebrations or ceremonies and during battle. The details involved in producing a mask, and the intricacy of its design, were dictated by the importance of the event for which they were crafted. Jade often formed detailed patterns. Wood, stone, gold, shell and obsidian were also commonly used.</p>	<p>Death mask Ceremonial Decorative Xibalba, the Maya underworld</p>	
<p><b>7. Maya Music</b> The Maya played instruments such as trumpets, flutes, whistles, and drums, and used music to accompany funerals, celebrations, and other</p>	<p><i>bulalek</i> (water drum) <i>tunkul</i> (a slit drum) ceremonial</p>	<p>Children are able to describe and explain ways of life at different levels of society and understand that</p>



rituals. Although no written music has survived, archaeologists have excavated musical instruments and painted and carved depictions of the ancient Maya that show how music was a complex element of society and religion. Maya music is still played and created in the present day.

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## Chocolate (Maya)