

History

Curriculum Map and Assessment Framework

History – EYFS

| Elk | Pupil outcomes / Year 1 readiness Historical knowledge and understanding | Other opportunities to develop historical understanding |
|--|---|--|
| <p>Understanding the World Past and Present</p> <p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; | <p><u>All About Me</u></p> <ul style="list-style-type: none"> - I can recognise that I have changed since I was a baby and discuss some of those changes - I can talk about what I did yesterday/last week - I know about personal history – birthdays, celebrations - I can order events in my day - I can talk about things that happened a long time ago, a short time ago and today - I can talk about why we remember special historical events - I can talk about people who help us | <p>Bonfire Night – Guy Fawkes</p> <p>Remembrance Day</p> <p>Saints’ days</p> <p>Birthdays</p> <p>Artists from the past (e.g. exploring the art of Vincent Van Gogh – The Starry Night, Sunflowers)</p> |

Year 1

Substantive Concepts:

COMMUNITY - A group of people living in the same place.

Term and Focus

NC objectives Pupils should be taught about:

Disciplinary Knowledge: Thinking as a Historian

End Point Knowledge

Year 1 Autumn Term
Study changes within living memory

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

| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance |
|--|---|--|--|---|--|
| How have you changed since you were born? | Why have shops changed? | Are there any shops that have stayed the same? | What shops in your community are similar to shops in the past? | How do we know about the past? | What is the big difference between shops today and shops a long time ago (1950s) |
| What are the stages in your life? | What made shops change? | Are there any shops that have not stayed the same? | What shops in your community are different to shops in the past? | What helps us know about shops a long time ago? | What significant difference did self-serving make to shops a long time ago? |
| When were shops different to ours a long time ago? | How have shops changed in your community? | What are supermarkets? | | Who do you know who used shops a long time ago? | |
| In this study, when we say a long time ago, how many years do we mean? | Has all that change been good for shops? | | | | |

How have I grown and changed in my life?

- A baby is aged 0-1, a toddler aged 1-2, pre-school age is 3-4 and school age is 4-5.

What is it like around here?

- In my community there are shops, schools and play parks.

What are the shops in my community?

- There are different types of shops in Cradley Heath, including Tesco, a butcher's, clothes shops, a bakery, cafes, Ivan's Fish and Chip shop (include other specific shops where necessary).

What were shops like in the past?

- Shops in the past were small, customers were served at the counter, shops were in rows on the High Street, people queued outside.
- A long time ago shops used old tills and money, not credit cards and there was no online shopping.

How have shops changed?

- Shops today are bigger, they are not all on the High Street, most are self-serve, and you can shop online.

Curriculum Narrative

Previous Learning

ELG: Understanding the world

Past and Present

Talk about the lives of the people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and storytelling

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

Tier 2 Vocabulary

toddler
timeline
present
compare
memory

Tier 3 Vocabulary


community
until
supermarket
customer
bakery

Year 1

Substantive Concepts:

COMMUNITY - A group of people living in a place, such as the seaside community Mary Anning lived in. It can also mean a group of scientists from all over the world. David Attenborough studied how animals live together as a community. Scientists call that an ecosystem.

KNOWLEDGE - The formulation and advanced use of knowledge by great thinkers. Mary Anning brought knowledge of dinosaurs to the scientific community. She helped them know about the past. David Attenborough brought knowledge of living things into our homes through film and photographs. He showed the scientific community how amazing and important living things are to our planet.

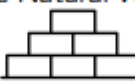
| Term and Focus | NC objectives Pupils should be taught about: | Disciplinary Knowledge: Thinking as a Historian | | | | | | End Point Knowledge | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|--|--|--|---|---------------------|-------------------------|---|--|--|--|---|---|--|--|--|--------------------------------|--|--|---|--|--|-------------------------------------|--|--|---|--|--|--|--|---|--|
| <p>Year 1 Spring Term</p> <p>Study the lives of significant individuals in the past – Mary Anning and David Attenborough</p> | <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Chronology</th> <th>Cause & consequence</th> <th>Change & continuity</th> <th>Similarity & difference</th> <th>Evidence</th> <th>Significance</th> </tr> </thead> <tbody> <tr> <td>What happened and when?</td> <td>What happened that led Mary Anning to discover fossils?</td> <td>How has the way people think about the past changed because of the discoveries of Mary Anning?</td> <td>What do you notice that is similar about when Mary Anning lived and today?</td> <td>Why do we need to know about the past?</td> <td>What did Mary Anning do that was significant? Why was that?</td> </tr> <tr> <td>What was life like at that time for these people?</td> <td>What happened to Mary Anning as a result of her discoveries?</td> <td>How has the way people think about wild animals and the environment changed because of David Attenborough's films?</td> <td>What do you notice that is different about when Mary Anning lived and today?</td> <td>How do we know about the past?</td> <td>What did David Attenborough do that was significant? Why was that?</td> </tr> <tr> <td>What things did they have that were similar to us?</td> <td>What happened that led David Attenborough to film wildlife documentaries?</td> <td></td> <td></td> <td>What things tell us about the past?</td> <td></td> </tr> <tr> <td>What things did they have that were different?</td> <td>What was the consequence David Attenborough making his films?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | What happened and when? | What happened that led Mary Anning to discover fossils? | How has the way people think about the past changed because of the discoveries of Mary Anning? | What do you notice that is similar about when Mary Anning lived and today? | Why do we need to know about the past? | What did Mary Anning do that was significant? Why was that? | What was life like at that time for these people? | What happened to Mary Anning as a result of her discoveries? | How has the way people think about wild animals and the environment changed because of David Attenborough's films? | What do you notice that is different about when Mary Anning lived and today? | How do we know about the past? | What did David Attenborough do that was significant? Why was that? | What things did they have that were similar to us? | What happened that led David Attenborough to film wildlife documentaries? | | | What things tell us about the past? | | What things did they have that were different? | What was the consequence David Attenborough making his films? | | | | | <p>Who was Mary Anning? What did she do?</p> <ul style="list-style-type: none"> - Mary Anning was born a long time ago when there was no electricity or cars. - Mary Anning lived on the Jurassic Coast, and she liked searching for fossils. - Mary Anning was a palaeontologist who studied fossils to learn about the past. - Mary Anning discovered new fossils that the world had never seen before. <p>Who is David Attenborough? What has he achieved?</p> <ul style="list-style-type: none"> - David Attenborough studies plants and animals and has made films and written books. - David Attenborough teaches people about the natural world and that he has explored the world. - David Attenborough has achieved many things in his life including filmed rare places and animals and revealed how humans were putting wild creatures in danger and polluting wildlife. <p>Compare the lives of Mary Anning and David Attenborough. What was the same? What was different?</p> <ul style="list-style-type: none"> - They both studied natural history. - Both were interested in fossils. - Only David Attenborough went to university to study natural sciences. - Mary Anning studied fossils but David Attenborough studied living things in their environment <p>*Children may discuss other similarities and differences</p> | |
| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What happened and when? | What happened that led Mary Anning to discover fossils? | How has the way people think about the past changed because of the discoveries of Mary Anning? | What do you notice that is similar about when Mary Anning lived and today? | Why do we need to know about the past? | What did Mary Anning do that was significant? Why was that? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What was life like at that time for these people? | What happened to Mary Anning as a result of her discoveries? | How has the way people think about wild animals and the environment changed because of David Attenborough's films? | What do you notice that is different about when Mary Anning lived and today? | How do we know about the past? | What did David Attenborough do that was significant? Why was that? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What things did they have that were similar to us? | What happened that led David Attenborough to film wildlife documentaries? | | | What things tell us about the past? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What things did they have that were different? | What was the consequence David Attenborough making his films? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Curriculum Narrative</p> <p>Previous Learning</p> | <p>Past and Present</p> <p style="text-align: center;">Science</p> <p style="text-align: center;">Y1 Animals, including humans Plants</p> | <p>The Natural World</p> <div style="text-align: center;">  </div> | <p>People, Culture and Communities</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">Y1 Continents and oceans Countries and capitals of UK</p> | | | <p>Tier 2 Vocabulary</p> <p>legacy inspire revealed explore similar</p> | <p>Tier 3 Vocabulary</p> <p>fossil documentary significant naturalist expedition</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Year 1

Substantive Concepts: **COMMUNITY** - A group of people living in the same place. It can also mean a group of astronauts (explorers) from all over the world.
KNOWLEDGE - The formulation and advanced use of knowledge by great thinkers.

| | | | |
|-----------------------|---|--|----------------------------|
| Term and Focus | NC objectives Pupils should be taught about: | Disciplinary Knowledge: Thinking as a Historian | End Point Knowledge |
|-----------------------|---|--|----------------------------|

| <p>Year 1 Summer Term</p> <p>More lives of significant individuals</p> | <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 16.6%;">Chronology</th> <th style="width: 16.6%;">Cause & consequence</th> <th style="width: 16.6%;">Change & continuity</th> <th style="width: 16.6%;">Similarity & difference</th> <th style="width: 16.6%;">Evidence</th> <th style="width: 16.6%;">Significance</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>What happened and when?</p> <p>What was life like at that time for these people?</p> <p>What things did they have that were similar to us?</p> <p>What things did they have that were different?</p> </td> <td style="vertical-align: top;"> <p>Why was landing on the Moon so important?</p> <p>What happened to Neil Armstrong as a result of his pioneering mission?</p> <p>What effect did the Moon landing have on people across the world?</p> <p>Who was inspired by the actions of others? What happened as a result?</p> </td> <td style="vertical-align: top;"> <p>Who inspired these astronauts?</p> <p>How have these astronauts inspired others?</p> <p>How has the way people think about becoming an astronaut changed?</p> </td> <td style="vertical-align: top;"> <p>What do you notice that is similar about the astronauts?</p> <p>What do you notice that is different about the first mission to the Moon and space travel today?</p> </td> <td style="vertical-align: top;"> <p>Why do we need to know about the past?</p> <p>How do we know about the past?</p> <p>What things tell us about the past?</p> <p>How do we what we know about the past to improve the future?</p> </td> <td style="vertical-align: top;"> <p>What did Neil Armstrong do that was significant? Why was that?</p> <p>What did Mae Jemison do that was significant? Why was that?</p> <p>What did Bernard Harris Jr do that was significant? Why was that?</p> <p>What did Tim Peake do that was significant? Why was that?</p> </td> </tr> </tbody> </table> | Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | <p>What happened and when?</p> <p>What was life like at that time for these people?</p> <p>What things did they have that were similar to us?</p> <p>What things did they have that were different?</p> | <p>Why was landing on the Moon so important?</p> <p>What happened to Neil Armstrong as a result of his pioneering mission?</p> <p>What effect did the Moon landing have on people across the world?</p> <p>Who was inspired by the actions of others? What happened as a result?</p> | <p>Who inspired these astronauts?</p> <p>How have these astronauts inspired others?</p> <p>How has the way people think about becoming an astronaut changed?</p> | <p>What do you notice that is similar about the astronauts?</p> <p>What do you notice that is different about the first mission to the Moon and space travel today?</p> | <p>Why do we need to know about the past?</p> <p>How do we know about the past?</p> <p>What things tell us about the past?</p> <p>How do we what we know about the past to improve the future?</p> | <p>What did Neil Armstrong do that was significant? Why was that?</p> <p>What did Mae Jemison do that was significant? Why was that?</p> <p>What did Bernard Harris Jr do that was significant? Why was that?</p> <p>What did Tim Peake do that was significant? Why was that?</p> | <p>Who was Neil Armstrong? What did he achieve?</p> <ul style="list-style-type: none"> - Neil Armstrong was an astronaut and he was the first person to walk on the moon. <p>Do you know of any other explorers? What did they achieve?</p> <ul style="list-style-type: none"> - Mae Jemison is an astronaut and was the first African American woman in space. - Bernard Harris Jr is an astronaut and was the first African American astronaut to perform a spacewalk. - Tim Peake is an astronaut and was the first British astronaut to spacewalk. <p>Compare the achievements of two significant individuals. What was similar/what was different?</p> |
|---|---|--|---|--|--|-------------------------|----------|--------------|---|--|--|---|--|--|--|
| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | | | | | | | | | | |
| <p>What happened and when?</p> <p>What was life like at that time for these people?</p> <p>What things did they have that were similar to us?</p> <p>What things did they have that were different?</p> | <p>Why was landing on the Moon so important?</p> <p>What happened to Neil Armstrong as a result of his pioneering mission?</p> <p>What effect did the Moon landing have on people across the world?</p> <p>Who was inspired by the actions of others? What happened as a result?</p> | <p>Who inspired these astronauts?</p> <p>How have these astronauts inspired others?</p> <p>How has the way people think about becoming an astronaut changed?</p> | <p>What do you notice that is similar about the astronauts?</p> <p>What do you notice that is different about the first mission to the Moon and space travel today?</p> | <p>Why do we need to know about the past?</p> <p>How do we know about the past?</p> <p>What things tell us about the past?</p> <p>How do we what we know about the past to improve the future?</p> | <p>What did Neil Armstrong do that was significant? Why was that?</p> <p>What did Mae Jemison do that was significant? Why was that?</p> <p>What did Bernard Harris Jr do that was significant? Why was that?</p> <p>What did Tim Peake do that was significant? Why was that?</p> | | | | | | | | | | |

| | | | | | |
|--|--|---|--|---|--|
| <p>Curriculum Narrative</p> <p>Previous Learning</p> | <p>Past and Present</p> <p>Y1 Science</p> <p>Animals, including humans and Plants</p> | <p>The Natural World</p>  <p>Y1 Geography</p> <p>Continents and oceans</p> | <p>People, Culture and Communities</p> <p>Y1 History</p> <p>Significant individuals</p> | <p>Tier 2 Vocabulary</p> <p>legacy inspire pioneer explore similar</p> | <p>Tier 3 Vocabulary</p> <p>orbit racism significant astronaut expedition</p> |
|--|--|---|--|---|--|

Year 2

Substantive Concepts:

KNOWLEDGE - The knowledge to make changes as a result of the fire. Building materials/ fire protection/ iconic building and monuments/ birth of insurance.
POWER - The power to make decisions, or not. The power to rebuild as a result of the fire.
COMMUNITY - A group of people living in the same place. How the community tried to put the fire out. How other people came to help the community. How some people failed and fled the community.
DEMOCRACY - Although Britain had a king, at this point in time it was not a democracy. The decision making and politics were dominated by the reigning king or queen.

Term and Focus

NC objectives Pupils should be taught about:

Disciplinary Knowledge: Thinking as a Historian

End Point Knowledge

Year 2
Autumn Term and Summer 2
 Events beyond living memory – The Great Fire of London

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance |
|--|---|--|--|--|---|
| When did the Great Fire of London start? | What was the consequence of the Great Fire of London? | How did London change as a result of the fire? | What was different about the way fires were put out in 1666 compared with today? | How do we know about the fire? | What's important to know about the Great Fire of London? |
| What day did the fire start? | How does the word flammable connect to how the fire spread? | What were the main things that changed? | What was different about the way people lived in London in 1666 compared with today? | What sources tell us about the fire? | Who were the significant people at the time of the fire? What did they do? Were they significantly good or significantly bad? |
| What day did the wind change direction? | Did the wind help or hinder the spread of the fire? | Was all of London destroyed by the fire? | | Why weren't there any photographs taken? | |
| Did the fire start to dwindle before the wind changed? | | What buildings survived the fire? | | What artefacts tell us about the Great Fire? | Was the act of burying parmesan cheese and wine by Samuel Pepys the most important thing to know about the fire? |

When and where?

- The Great Fire of London happened in London in September 1666.

What happened?

Sunday 2nd September 1666

- The fire started in Pudding Lane when a spark fell out of the baker's oven.
- The fire spread so quickly because winds blew the fire from house to house, the houses were built so close together and they were made of wood so set fire easily.
- The fire spread to the banks of the River Thames

Monday 3rd and Tuesday 4th September 1666

- The mayor of London did not stay to help stop the fire.
- The firemen tried to put the fire out using leather buckets of water and then by pulling down houses with fire hooks. They hoped this would make a fire break, but the fire kept on spreading.
- The roof of St Paul's Cathedral started to burn.

Wednesday 5th and Thursday 6th September

- King Charles II ordered help to be given.
- St Paul's Cathedral was destroyed along with thousands of other buildings and homes.
- Houses around the Tower of London were pulled down or blown up (firebreak) to stop the fire spreading.
- All major fires were extinguished.
- The Fire of London finally stopped but many people were left homeless because their houses burnt down.

How do we know about the Great Fire of London?

- We know about the Great Fire because of Samuel Pepys diary, newspaper reports, the monument, and artefacts like old buckets.
- The monument was built after the fire to remember what happened.

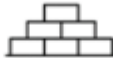
| | | | | |
|---|---|--|--|--|
| | | | <ul style="list-style-type: none"> - Christopher Wren was an architect who helped to redesign London, including St Paul's Cathedral and The Monument. <p>As a consequence of the fire, what changes were made to London?</p> <ul style="list-style-type: none"> - Houses were made from either brick or stone not wood. - Streets were made wider. - Much of the city was redesigned by Sir Christopher Wren, who rebuilt St Paul's Cathedral. - Wren also designed The Monument to The Great Fire of London, which was built close to Pudding Lane to commemorate The Fire and to celebrate the rebuilding of the city. | |
| Curriculum Narrative Previous Learning | <p>Talk about the lives of the people around them and their roles in society</p> <p style="text-align: center;">Year 1 Changes within living memory.</p> | <p>Understanding the world: past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p style="text-align: center;">Year 1 Revisit changes within living memory.</p> | <p style="text-align: center;">Tier 2 Vocabulary</p> <p>bustling raged extinguished merchant engulfed</p> | <p style="text-align: center;">Tier 3 Vocabulary</p> <p>flammable devoured possessions ineffective doused</p> |

Year 2

Substantive Concepts: COMMUNITY - A group of people living in the same place.
 KNOWLEDGE – The knowledge to make significant changes.
 POWER - The power to make change.

| Term and Focus | NC objectives Pupils should be taught about: | Disciplinary Knowledge: Thinking as a Historian | End Point Knowledge |
|----------------|--|---|---------------------|
|----------------|--|---|---------------------|

| <p>Year 2</p> <p>Spring Term and Summer 1</p> <p>Significant historical events, people, places in our locality – The Black Country</p> | <p>Significant historical events, people and places in their own locality.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 16.6%;">Chronology</th> <th style="width: 16.6%;">Cause & consequence</th> <th style="width: 16.6%;">Change & continuity</th> <th style="width: 16.6%;">Similarity & difference</th> <th style="width: 16.6%;">Evidence</th> <th style="width: 16.6%;">Significance</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>What happened and when?</p> <p>What else do I know that happened at the same time but in a different place?</p> <p>Contrast the time children have been alive with the timeline to give a sense of scale and comparison.</p> </td> <td style="vertical-align: top;"> <p>What events caused things to change?</p> <p>What events led to significant change?</p> <p>What people were involved in making change happen?</p> <p>What was the consequence of change?</p> </td> <td style="vertical-align: top;"> <p>What changed over time?</p> <p>Why did things change?</p> <p>What has stayed the same?</p> <p>Why do you think they have stayed the same?</p> </td> <td style="vertical-align: top;"> <p>What do you notice is similar in The Black Country today? Why is that?</p> <p>What do you notice that is different in The Black Country today? Why is that?</p> </td> <td style="vertical-align: top;"> <p>Why do we need to know about the past?</p> <p>How do we know about the past?</p> <p>What is historical evidence?</p> <p>What evidence helps us to know about the past?</p> </td> <td style="vertical-align: top;"> <p>What events were significant in the history of The Black Country?</p> <p>What people made significant decisions or took significant actions that affected The Black Country?</p> <p>What actions do you think were significantly good? Why was that?</p> <p>What actions do you think were significantly bad? Why was that?</p> </td> </tr> </tbody> </table> | Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | <p>What happened and when?</p> <p>What else do I know that happened at the same time but in a different place?</p> <p>Contrast the time children have been alive with the timeline to give a sense of scale and comparison.</p> | <p>What events caused things to change?</p> <p>What events led to significant change?</p> <p>What people were involved in making change happen?</p> <p>What was the consequence of change?</p> | <p>What changed over time?</p> <p>Why did things change?</p> <p>What has stayed the same?</p> <p>Why do you think they have stayed the same?</p> | <p>What do you notice is similar in The Black Country today? Why is that?</p> <p>What do you notice that is different in The Black Country today? Why is that?</p> | <p>Why do we need to know about the past?</p> <p>How do we know about the past?</p> <p>What is historical evidence?</p> <p>What evidence helps us to know about the past?</p> | <p>What events were significant in the history of The Black Country?</p> <p>What people made significant decisions or took significant actions that affected The Black Country?</p> <p>What actions do you think were significantly good? Why was that?</p> <p>What actions do you think were significantly bad? Why was that?</p> | <p>Local history</p> <p>What is our local area like today?</p> <ul style="list-style-type: none"> - Walsall, Dudley, Sandwell and Wolverhampton make up The Black Country. - The River Stour flows through The Black Country and joins the River Severn. <p>What was it like in the past? What things happened in the past?</p> <ul style="list-style-type: none"> - Before our local area became known as The Black Country, it was a large rural area with most people living on farms. - The Industrial Revolution began in 1750 and it was a time when the invention of machines changed the way people lived and worked. - Before The Industrial Revolution, people travelled around on foot or by horse and cart, they then used canal boats and steam trains. - Coal, iron and limestone were extracted in The Black Country. - The development of factories meant more jobs in our area so more people lived here. - Cradley Heath is famous for chainmaking. - Mary MacArthur helped female workers improve their pay and working conditions. |
|---|--|--|--|---|--|-------------------------|----------|--------------|---|--|--|--|---|--|--|
| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | | | | | | | | | | |
| <p>What happened and when?</p> <p>What else do I know that happened at the same time but in a different place?</p> <p>Contrast the time children have been alive with the timeline to give a sense of scale and comparison.</p> | <p>What events caused things to change?</p> <p>What events led to significant change?</p> <p>What people were involved in making change happen?</p> <p>What was the consequence of change?</p> | <p>What changed over time?</p> <p>Why did things change?</p> <p>What has stayed the same?</p> <p>Why do you think they have stayed the same?</p> | <p>What do you notice is similar in The Black Country today? Why is that?</p> <p>What do you notice that is different in The Black Country today? Why is that?</p> | <p>Why do we need to know about the past?</p> <p>How do we know about the past?</p> <p>What is historical evidence?</p> <p>What evidence helps us to know about the past?</p> | <p>What events were significant in the history of The Black Country?</p> <p>What people made significant decisions or took significant actions that affected The Black Country?</p> <p>What actions do you think were significantly good? Why was that?</p> <p>What actions do you think were significantly bad? Why was that?</p> | | | | | | | | | | |

| | | | | | | |
|--|--|---|---|---|---|---|
| <p>Curriculum Narrative</p> <p>Previous Learning</p> | <p>Year 1</p> <p>Changes within living memory</p> |  | <p>Year 1</p> <p>Significant people beyond living memory</p> | <p>Year 2</p> <p>Events beyond living memory</p> | <p>Tier 2 Vocabulary</p> <p>rapid unofficial protect protest</p> | <p>Tier 3 Vocabulary</p> <p>rural urban furnace technology revolution colliery forge</p> |
|--|--|---|---|---|---|---|

Year 3

Substantive Concepts:

KNOWLEDGE - Knowledge of technology: the arrival of new knowledge and invention changed the way tools and utensils were used.
COMMUNITY - A group of people living in the same place. The ways of society and how communities lived and changed as a result of the new inventions and knowledge.
POWER - The power to advance technology or the power over other people and their community. Knowledge brought power through new tools and inventions. Farming and settlements evolved as a result.

Term and Focus

NC objectives Pupils should be taught about:

Disciplinary Knowledge: Thinking as a Historian

End Point Knowledge

Year 3
Autumn Term and Spring 1

Changes in Britain from Stone Age to the Iron Age

Changes in Britain from the Stone Age to the Iron Age

| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance |
|---|---|---|---|---|--|
| What is the name of the oldest Stone Age? | What technology helped people make changes in the Stone Age? | How did the way of life in prehistoric Britain change because of technology? | What were the big differences between the Stone Age and the Bronze Age? | What artefacts and monuments tell us about the Stone Age? | Some people say that Stone Age humans were not clever or intelligent. Do you agree or disagree? Why? |
| What does Mesolithic mean? | Why did people of the Stone Age stop using temporary homes? | How did migration influence the technology used in the Stone, Bronze and Iron Ages? | What were the big differences between the Bronze Age and the Iron Age? | Were there any settlements found to tell us about the Stone Age? | What part did the migration of people play in advancing technology in the Stone, Bronze and Iron Ages? |
| How does the Neolithic period connect to Palaeolithic and Mesolithic times? | What was the consequence of domesticating animals? | How did burials change? | What was similar between the Neolithic times and the Bronze and Iron Age? | What artefacts, burials and settlements tell us about the Bronze Age? | What was the significance of discovering how to make bronze and iron tools? |
| What is the order of the Stone Age? What words help us explain that? | Why do historians use the terms Stone Age, Bronze Age and Iron Age to describe those periods of time? | Why was bronze more desirable than stone? | Were the ways people buried their dead similar or different? | What artefacts, burials and settlements tell us about the Iron Age? | Why is Stone Henge significant? |
| Name the periods of time from the beginning of the Stone Age to the end of prehistory in Britain. | | Why was iron more desirable than bronze? | How were monuments used in the Stone Age? Was this the same in the Bronze and Iron Age? | | |

Stone Age

What were Palaeolithic times like? How do we know?

- Palaeolithic was the earliest Stone Age, known as the Ancient or Old Stone Age and was around 1 million years ago.
- People in Palaeolithic times were Neanderthals.
- Conditions were harsh as the world was emerging from an Ice Age.
- People were nomads (they had temporary homes and travelled to follow food).
- People were hunter-gatherers and the tools they used were made out of simple stone, bone and antlers.
- Woolly mammoths, hare, deer and woolly rhinoceros were hunted in Palaeolithic times.
- Archaeologists believe people lived in Britain and Doggerland (land bridge that connected Britain to Europe).

What were Mesolithic times like? How do we know?

- Mesolithic was the Middle Stone Age and was 10,500 BC.
- Britain became an island following the Ice Age as the temperature started to get warmer and was covered in woodland.
- Doggerland submerged under the sea.
- Hunting and gathering became more sophisticated and they began living in small settlements.
- Woolly mammoths were hunted to extinction.
- Tipi-like houses were discovered in Northumberland.

What were Neolithic times like? How do we know?

- Neolithic was the New Stone Age and was 4,000 BC.
- Land was cleared and farming started, where crops were grown and animals like sheep and cattle were kept.
- Communities grew and when people died, they were buried in tombs called long barrows.
- Skara Brae was a settlement in Scotland and tells us about Neolithic life. They had basic furniture and artefacts including tools, dice and jewellery were discovered.


Bronze Age

When was the Bronze Age?

- The Bronze Age was between 2,300 BC and 800 BC.

What was the Bronze Age like? How do we know?

- Settlements and communities grew as people migrated from Europe.
- Bronze was made using copper ore and tin ore and was brittle and could shatter.

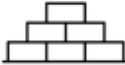
| | | | <ul style="list-style-type: none"> - Bronze was used to make strong tools, weapons and jewellery. - People in the Bronze age started weaving fabrics to make clothes. - Bronze Age people travelled long distances and traded goods. - We know about Bronze Age artefacts as Amesbury Archer was buried with over 100 artefacts, including arrowheads, boar tusks and jewellery. - Stonehenge and stone circles are monuments that tell us more about the Bronze Age. - At this time, the Ancient Egyptians had built the Great Pyramids, had towering temples and powerful kings who ruled the land. <p style="text-align: center;">Iron Age</p> <p>When was the Iron Age?</p> <ul style="list-style-type: none"> - The Iron age was 800 BC – AD 43. <p>What was the Iron Age like? How do we know?</p> <ul style="list-style-type: none"> - Iron was made and it was better than Bronze because it was a harder metal and it was easier to repair. - Iron was used to produce metal and was heated and hammered into shape to make stronger items that wouldn't shatter and break. - There were larger, more powerful tribes with kings and queens. - Britain had many small kingdoms with tribes and hillforts were built, including Maiden Castle in Dorset, to defend people from attacking tribes. - Coins were used for currency and Britain traded with other countries. | | | | |
|---|--|---|---|-------------------|-------------------|---|--|
| Curriculum Narrative | | | | | | | |
| Previous Learning | <p style="text-align: center;">Year 1</p> <p>Within living memory Significant individuals</p> |  <p style="text-align: center;">Year 2</p> <p>Beyond living memory Significant events, local and national</p> | <p style="text-align: center;">Year 2</p> <p>Significant events, local and national</p> | | | | |
| | | | <table border="1"> <thead> <tr> <th style="background-color: #f0e6ff;">Tier 2 Vocabulary</th> <th style="background-color: #f0e6ff;">Tier 3 Vocabulary</th> </tr> </thead> <tbody> <tr> <td>ancient community dense extinct roaming prehistory</td> <td>domesticated arid gatherer nomad reared submerged</td> </tr> </tbody> </table> | Tier 2 Vocabulary | Tier 3 Vocabulary | ancient community dense extinct roaming prehistory | domesticated arid gatherer nomad reared submerged |
| Tier 2 Vocabulary | Tier 3 Vocabulary | | | | | | |
| ancient community dense extinct roaming prehistory | domesticated arid gatherer nomad reared submerged | | | | | | |

Year 3

Substantive Concepts: **INVASION** - The action of attacking and forcibly taking over Britain. The expansion of the Roman Empire. Roman emperors wanted to leave a legacy and be remembered for their conquests. If successful, invasion was a way to leave a legacy.
POWER - The power to advance technology, architecture and the arts. Romans wanted the power that Britain's precious and important metals, such as gold, tin and iron brought. The power to spread the Roman way of life. The power to affect language, the way of life and religion (culture).
CIVILISATION - A large group of people who follow similar laws, religion and rules. Great civilisations have cities, architecture, laws, culture and art.

| | | | |
|-----------------------|---|--|----------------------------|
| Term and Focus | NC objectives Pupils should be taught about: | Disciplinary Knowledge: Thinking as a Historian | End Point Knowledge |
|-----------------------|---|--|----------------------------|

| <p>Year 3</p> <p>Spring 2 and Summer Term</p> | <p>The Roman Empire and its impact on Britain.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Chronology</th> <th style="width: 15%;">Cause & consequence</th> <th style="width: 15%;">Change & continuity</th> <th style="width: 15%;">Similarity & difference</th> <th style="width: 15%;">Evidence</th> <th style="width: 15%;">Significance</th> </tr> </thead> <tbody> <tr> <td> <p>What other periods of time do pupils know about?</p> <p>How do these connect with the Romans?</p> <p>What was happening in Rome at the same time when Britons were in the Iron Age?</p> <p>Know and recall significant dates, such as AD 43 – Second Roman Invasion of Britain.</p> <p>Explain and use BC (BCE) and AD (CE) accurately in the context of the Iron Age and the Roman Empire.</p> </td> <td> <p>What caused the Romans to invade Britain?</p> <p>What did the Romans do that led to significant change?</p> <p>Which significant people were involved in making change happen?</p> <p>What was the consequence of the actions the Romans took?</p> <p>Why didn't the Romans invade the northern regions of Britain? What caused the Romans to leave Britain?</p> </td> <td> <p>How did Iron Age Britain change because of the Roman invasion?</p> <p>Why did things change?</p> <p>What stayed the same?</p> <p>What continuity did the Romans bring from their Empire? Why was technology important to the Romans?</p> <p>What technological advances did the Romans bring? Was this sustained?</p> <p>Were Britons prepared to defend their country after the Romans left?</p> </td> <td> <p>What do you notice that was similar in Rome and Britain at that time?</p> <p>What do you notice that was different between Rome and Britain at that time?</p> <p>How were the Celts different to the Romans? How were their armies different?</p> <p>Why was that?</p> </td> <td> <p>Why do we need to know about the past?</p> <p>What is historical evidence?</p> <p>How do we know about the Roman past in Britain?</p> <p>What evidence helps us to know about the past?</p> <p>Why is there more evidence of the Romans than of Iron Age Britons?</p> </td> <td> <p>What events were significant in the period when the Romans invaded Britain?</p> <p>What people made significant decisions or took significant actions that affected Britain?</p> <p>What actions do you think were significantly good? Why was that?</p> <p>What actions do you think were significantly bad? Why was that?</p> </td> </tr> </tbody> </table> | Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | <p>What other periods of time do pupils know about?</p> <p>How do these connect with the Romans?</p> <p>What was happening in Rome at the same time when Britons were in the Iron Age?</p> <p>Know and recall significant dates, such as AD 43 – Second Roman Invasion of Britain.</p> <p>Explain and use BC (BCE) and AD (CE) accurately in the context of the Iron Age and the Roman Empire.</p> | <p>What caused the Romans to invade Britain?</p> <p>What did the Romans do that led to significant change?</p> <p>Which significant people were involved in making change happen?</p> <p>What was the consequence of the actions the Romans took?</p> <p>Why didn't the Romans invade the northern regions of Britain? What caused the Romans to leave Britain?</p> | <p>How did Iron Age Britain change because of the Roman invasion?</p> <p>Why did things change?</p> <p>What stayed the same?</p> <p>What continuity did the Romans bring from their Empire? Why was technology important to the Romans?</p> <p>What technological advances did the Romans bring? Was this sustained?</p> <p>Were Britons prepared to defend their country after the Romans left?</p> | <p>What do you notice that was similar in Rome and Britain at that time?</p> <p>What do you notice that was different between Rome and Britain at that time?</p> <p>How were the Celts different to the Romans? How were their armies different?</p> <p>Why was that?</p> | <p>Why do we need to know about the past?</p> <p>What is historical evidence?</p> <p>How do we know about the Roman past in Britain?</p> <p>What evidence helps us to know about the past?</p> <p>Why is there more evidence of the Romans than of Iron Age Britons?</p> | <p>What events were significant in the period when the Romans invaded Britain?</p> <p>What people made significant decisions or took significant actions that affected Britain?</p> <p>What actions do you think were significantly good? Why was that?</p> <p>What actions do you think were significantly bad? Why was that?</p> | <p>Who were the Romans?</p> <ul style="list-style-type: none"> - The Romans were an ancient civilisation who conquered other people and countries and built a large, powerful empire. <p>What was it like to live in Rome?</p> <ul style="list-style-type: none"> - The centre of an ancient Roman city was called a Forum and it had government buildings, market places, a plaza and temples. - The Roman army was so powerful because they: were skilled and well-trained fighters; they had good equipment and they were paid to be soldiers. <p>Remember the Celtic people: what was it like to live during the Iron Age?</p> <ul style="list-style-type: none"> - Celts were the people who lived in Iron Age Britain and they lived in villages with houses build out of wood with thatched roofs. <p>When did the Romans invade Britain? Who resisted the Roman Invasion?</p> <ul style="list-style-type: none"> - The Romans invaded Britain twice. - Emperor Julius Caesar led the initial invasion of Britain in 55 BC and stayed for a year. - Emperor Claudius led the second invasion in AD 43 and stayed for nearly 400 years. - Queen Boudicca of the Iceni tribe, destroyed the city of London and the town of St Albans in her rebellion against the Roman army. - Caractacus, the Celt tribal leader, was tricked by a British tribe and handed over to the Romans. - Hadrian's Wall was a defensive stone wall built across England to keep the barbarians out (anyone who lacked Roman traditions). <p>Technology: how did Britain change under Roman rule?</p> <ul style="list-style-type: none"> - The technology that the Romans brought to Britain were aqueducts, roads and public buildings and laws and measurement. - Roads were an important technology for the Romans because they could quickly move soldiers to different areas and move supplies and goods easily across Britain. - The technology of drains was important to the Romans because it carried the sewage away. <p>Belief: how did Britain change under Roman rule?</p> <ul style="list-style-type: none"> - Celts believed in spirits living in all things around them and Romans believed in many gods in human form. - Christianity became the religion that both the Celts and the Romans shared. |
|--|---|--|---|--|--|-------------------------|----------|--------------|--|---|--|---|--|--|---|
| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | | | | | | | | | | |
| <p>What other periods of time do pupils know about?</p> <p>How do these connect with the Romans?</p> <p>What was happening in Rome at the same time when Britons were in the Iron Age?</p> <p>Know and recall significant dates, such as AD 43 – Second Roman Invasion of Britain.</p> <p>Explain and use BC (BCE) and AD (CE) accurately in the context of the Iron Age and the Roman Empire.</p> | <p>What caused the Romans to invade Britain?</p> <p>What did the Romans do that led to significant change?</p> <p>Which significant people were involved in making change happen?</p> <p>What was the consequence of the actions the Romans took?</p> <p>Why didn't the Romans invade the northern regions of Britain? What caused the Romans to leave Britain?</p> | <p>How did Iron Age Britain change because of the Roman invasion?</p> <p>Why did things change?</p> <p>What stayed the same?</p> <p>What continuity did the Romans bring from their Empire? Why was technology important to the Romans?</p> <p>What technological advances did the Romans bring? Was this sustained?</p> <p>Were Britons prepared to defend their country after the Romans left?</p> | <p>What do you notice that was similar in Rome and Britain at that time?</p> <p>What do you notice that was different between Rome and Britain at that time?</p> <p>How were the Celts different to the Romans? How were their armies different?</p> <p>Why was that?</p> | <p>Why do we need to know about the past?</p> <p>What is historical evidence?</p> <p>How do we know about the Roman past in Britain?</p> <p>What evidence helps us to know about the past?</p> <p>Why is there more evidence of the Romans than of Iron Age Britons?</p> | <p>What events were significant in the period when the Romans invaded Britain?</p> <p>What people made significant decisions or took significant actions that affected Britain?</p> <p>What actions do you think were significantly good? Why was that?</p> <p>What actions do you think were significantly bad? Why was that?</p> | | | | | | | | | | |

| | | | | | | |
|----------------------|---|--|--|---------------------------------------|--|--|
| Curriculum Narrative |  | | | Tier 2 Vocabulary | | |
| | | | | Tier 3 Vocabulary | | |
| Previous Learning | Year 1 Within living memory Significant individuals | Year 2 Beyond living memory Significant events, local and national | Year 2 Significant events, local and national | Year 3 Stone Age – Iron Age | previously conquered rebellion luxurious culture settlement | amphitheatre emperor aqueducts invasion barbarian forum |

Year 4

Substantive Concepts:

INVASION - When a county or area is taken over by an armed force.
POWER - The power to make change. For example, art, culture and architecture. The power over another country or its people.
COMMUNITY - A group of people living in the same place with similar values and beliefs.

Term and Focus

NC objectives Pupils should be taught about:

Disciplinary Knowledge: Thinking as a Historian

End Point Knowledge

Year 4 Autumn Term

Britain's settlement by Anglo-Saxons and Scots

| Historical enquiry | | | | | |
|--|---|---|--|---|--|
| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance |
| Which empire crumbled and left Britain unable to defend itself from invaders? | What caused the Picts and Scots to start raiding southern Britain? | How did Britain change in Roman times? | What was different about the way of life in Britain through the Anglo-Saxons? | What evidence tells us about the Anglo-Saxon way of life? | What were the significant changes to the way of life in Britain after the Romans left? |
| When did that happen? | How is the Roman exit connected to the arrival of the Anglo-Saxon in Britain? | Did the way of life, that the Romans create, stay the same in Britain when they left? | What religion did people believe before the Anglo-Saxons arrived? | True or False? Anglo-Saxons lived in a period called pre-history. Explain why you think that. | How would you connect Bede and the word 'significant'? |
| When do historians think the Scots and Picts started raiding southern Britain? | What caused the Anglo-Saxons settlement of Britain? | How did Britain change when the Anglo-Saxons arrived? | How did small tribes and warrior kings change with the presence of the Anglo-Saxons? | What is a manuscript? How do these tell us about the past? | How did the Anglo-Saxons change the way that Britain was ruled? |
| When did the Anglo-Saxons arrive in Britain? | | How did religion change in Britain during the time of the Anglo-Saxons? | | | Explain the significance between King Ethelbert of Kent and Augustine. |

Why did the Anglo-Saxons come to Britain?

- The Jutes, Angles and Saxons were Germanic peoples and are known as Anglo-Saxons.
- The Anglo-Saxons came to Britain to fight and farm the land (arrived firstly as warriors employed by the Roman army and then, two generations later, as settlers, to farm the land).

Where did the Anglo-Saxons come from?

- The Angles came from Southern Denmark.
- The Saxons came from Germany and the Netherlands.
- The Jutes came from Northern Denmark.

What was life like for Anglo-Saxons in Britain?

- In early Anglo-Saxon Britain people lived in small villages by rivers and the sea.
- England was covered in a dense forest during early Anglo-Saxon times and wolves roamed wild.
- Anglo-Saxons were talented craftspeople.
- Anglo-Saxons lived in small wooden huts and poorer people lived with their animals in huts.

What kingdoms were formed by the Anglo-Saxons?

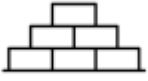
- The seven major Anglo-Saxon kingdoms are Wessex, Sussex, Kent, Essex, East Anglia, Mercia and Northumbria.
- *Heptarchy means 7 ruled kingdoms.

How do we know about the Anglo-Saxons?

- Sutton Hoo is important because a boat burial was unearthed; a significant king or chieftain was buried there and grave goods found in the boat burial give us clues about early Anglo-Saxon life.
- An iron battle helmet was discovered at Sutton Hoo.
- Archaeologists believe that King Raedwald may have been buried at Sutton Hoo.

How did religion influence the Anglo-Saxons?

- Pagan means to believe in many gods.
- Before AD 597 most people in Anglo-Saxon Britain were pagans.
- Pope Gregory sent the missionary Augustine to Britain in AD 597.
- The Anglo-Saxon king of Kent, King Ethelbert, converted to Christianity.

| | | | | | |
|---|---|---|---|--|--|
| Curriculum Narrative Previous Learning | Year 3 Changes between Stone Age, Bronze Age and Iron Age |  | Year 3 Rome and its impact on Britain | Tier 2 Vocabulary | Tier 3 Vocabulary |
| | | | | abandoned defenceless dominant missionary pagan reliant | heptarchy laden sporadic vanquish viewpoint migration |

Year 4

Substantive Concepts:
INVASION - When a county or area is taken over by an armed force.
POWER - The power to make change. For example, art, culture and architecture. The power over another country or its people.
COMMUNITY - A group of people living in the same place with similar values and beliefs.

| | | | |
|-----------------------|---|--|----------------------------|
| Term and Focus | NC objectives Pupils should be taught about: | Disciplinary Knowledge: Thinking as a Historian | End Point Knowledge |
|-----------------------|---|--|----------------------------|

| <p>Year 4 Spring Term</p> | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Chronology</th> <th style="width: 15%;">Cause & consequence</th> <th style="width: 15%;">Change & continuity</th> <th style="width: 15%;">Similarity & difference</th> <th style="width: 15%;">Evidence</th> <th style="width: 20%;">Significance</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>When did the Vikings arrive in Britain?</p> <p>What 4 significant events can you remember that shaped the Viking and Anglo-Saxon struggle for the Kingdom of England?</p> </td> <td style="vertical-align: top;"> <p>What caused the Vikings to start raiding Britain?</p> <p>What was the consequence of the Battle of Edington?</p> <p>Did Christianity change Viking beliefs and way of life?</p> <p>Which battle ultimately ended the Viking era in England?</p> </td> <td style="vertical-align: top;"> <p>How did the Kingdoms of England change as a result of the Viking invasions?</p> <p>How did Britain change when the Vikings arrived?</p> <p>How did Danelaw bring change to England?</p> <p>How did religion change in Britain during the time of the Anglo-Saxons and Vikings?</p> </td> <td style="vertical-align: top;"> <p>What was different about the Viking way of life in England?</p> <p>Were the Anglo-Saxons and Viking different?</p> <p>Thinking about exploration, where in the world did the Vikings venture to?</p> </td> <td style="vertical-align: top;"> <p>What evidence tells us about the Viking way of life?</p> <p>True or False? Manuscripts and writing was the only evidence about the Viking way of life in England.</p> <p>What evidence tells us about the first Viking raids?</p> </td> <td style="vertical-align: top;"> <p>Why was the death of King Edmund significant?</p> <p>How would you connect King Canute and the word 'significant'?</p> <p>Why was the Battle of Stamford Bridge a significant loss for the Vikings?</p> <p>Explain why the fleeing English king's journey to Normandy was significant. (Ethelred the Unready)</p> </td> </tr> </tbody> </table> | Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | <p>When did the Vikings arrive in Britain?</p> <p>What 4 significant events can you remember that shaped the Viking and Anglo-Saxon struggle for the Kingdom of England?</p> | <p>What caused the Vikings to start raiding Britain?</p> <p>What was the consequence of the Battle of Edington?</p> <p>Did Christianity change Viking beliefs and way of life?</p> <p>Which battle ultimately ended the Viking era in England?</p> | <p>How did the Kingdoms of England change as a result of the Viking invasions?</p> <p>How did Britain change when the Vikings arrived?</p> <p>How did Danelaw bring change to England?</p> <p>How did religion change in Britain during the time of the Anglo-Saxons and Vikings?</p> | <p>What was different about the Viking way of life in England?</p> <p>Were the Anglo-Saxons and Viking different?</p> <p>Thinking about exploration, where in the world did the Vikings venture to?</p> | <p>What evidence tells us about the Viking way of life?</p> <p>True or False? Manuscripts and writing was the only evidence about the Viking way of life in England.</p> <p>What evidence tells us about the first Viking raids?</p> | <p>Why was the death of King Edmund significant?</p> <p>How would you connect King Canute and the word 'significant'?</p> <p>Why was the Battle of Stamford Bridge a significant loss for the Vikings?</p> <p>Explain why the fleeing English king's journey to Normandy was significant. (Ethelred the Unready)</p> | <p>Origins: What was life like for the Vikings? When did the Vikings attack Britain?</p> <ul style="list-style-type: none"> - The Vikings were skilled at farming, fishing, fighting, trading and exploring. - The Vikings began to raid Britain at Lindisfarne in AD 793. - The Vikings invaded Britain because Britain had better land, more resources, like gold and silver and churches and monasteries were easy to plunder for riches. <p>Settlement: Where did the Vikings invade and settle? Why were the Vikings so feared and successful?</p> <ul style="list-style-type: none"> - The Vikings attacked and invaded East of England, Northern Britain and Ireland and Normandy. - London was attacked by Danish Vikings. - The Vikings were feared because they led daring and fast raids, they could be violent and brutal to get what they wanted and monks wrote about their views of the Viking raids in the Anglo-Saxon Chronicle. <p>Struggle for Power: When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and the Vikings?</p> <ul style="list-style-type: none"> - The great Viking Invasion began in AD 865. - King Guthrum led the significant invasions and settlements of England. - York fell to the Vikings and became their capital. - King Alfred the Great eventually defeated King Guthrum at the Battle of Edington in AD 878. - The Battle of Edington was significant because it was a turning point where the Anglo-Saxons started to recapture lost territories and it led to an agreement being made between the Anglo-Saxons and Vikings called Danelaw - where the Vikings could have land in England to live in their own way of life. <p>Consequence: What happened to the Vikings in England? Why did the Normans and the Vikings think they had the right to the throne?</p> <ul style="list-style-type: none"> - After the death of the Viking King of Jovik (Eric Bloodaxe), the Anglo-Saxons defeated most of the Vikings, but let them stay in Danelaw. Despite being defeated, the Vikings continued to raid England. |
|--|--|--|---|--|--|-------------------------|----------|--------------|--|--|---|---|--|--|--|
| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | | | | | | | | | | |
| <p>When did the Vikings arrive in Britain?</p> <p>What 4 significant events can you remember that shaped the Viking and Anglo-Saxon struggle for the Kingdom of England?</p> | <p>What caused the Vikings to start raiding Britain?</p> <p>What was the consequence of the Battle of Edington?</p> <p>Did Christianity change Viking beliefs and way of life?</p> <p>Which battle ultimately ended the Viking era in England?</p> | <p>How did the Kingdoms of England change as a result of the Viking invasions?</p> <p>How did Britain change when the Vikings arrived?</p> <p>How did Danelaw bring change to England?</p> <p>How did religion change in Britain during the time of the Anglo-Saxons and Vikings?</p> | <p>What was different about the Viking way of life in England?</p> <p>Were the Anglo-Saxons and Viking different?</p> <p>Thinking about exploration, where in the world did the Vikings venture to?</p> | <p>What evidence tells us about the Viking way of life?</p> <p>True or False? Manuscripts and writing was the only evidence about the Viking way of life in England.</p> <p>What evidence tells us about the first Viking raids?</p> | <p>Why was the death of King Edmund significant?</p> <p>How would you connect King Canute and the word 'significant'?</p> <p>Why was the Battle of Stamford Bridge a significant loss for the Vikings?</p> <p>Explain why the fleeing English king's journey to Normandy was significant. (Ethelred the Unready)</p> | | | | | | | | | | |

| | | | | | | | | |
|--|--|--|--|---------------|--|--|--------------------------|--------------------------|
| | | | <ul style="list-style-type: none"> - Ethelred The Unready was a weak king and paid the Vikings to stop raiding. He fled to Normandy when Sweyn Forkbeard invaded London. - Sweyn Forkbeard was the first Viking king of England. - After the long and successful reign of the Viking King Canute, the son of Ethelred The Unready, Edward the Confessor, was given the throne of England. Edward the Confessor let Harold Godwinson and his father control the decisions about how to rule England. - With Edward the Confessor not leaving an heir to the throne, meant that it left the throne of England available for others to claim their right to become king. - After Edward the Confessor died, Harold Godwinson was chosen to be the king of England. - In AD 1066, William Duke of Normandy and Harold Hardrada claimed their rights to the throne. - Harold Hardrada claimed he should be king because he was related to King Canute. - William, Duke of Normandy claimed he should be king because his family had looked after Edward the Confessor's father (Ethelred The Unready) when he fled to Normandy. | | | | | |
| <p>Curriculum Narrative</p> <p>Previous Learning</p> | <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="224 791 813 927">Year 3</td> <td data-bbox="813 791 1413 927">Year 4</td> </tr> <tr> <td data-bbox="224 858 813 911"> <ul style="list-style-type: none"> • Changes between Stone Age, Bronze Age and Iron Age • Rome and its impact on Britain </td> <td data-bbox="813 858 1413 911"> <ul style="list-style-type: none"> • The struggle for the Kingdom of England Britain's settlement by Anglo-Saxons and Scots </td> </tr> </table> | | Year 3 | Year 4 | <ul style="list-style-type: none"> • Changes between Stone Age, Bronze Age and Iron Age • Rome and its impact on Britain | <ul style="list-style-type: none"> • The struggle for the Kingdom of England Britain's settlement by Anglo-Saxons and Scots | Tier 2 Vocabulary | Tier 3 Vocabulary |
| | | | Year 3 | Year 4 | | | | |
| <ul style="list-style-type: none"> • Changes between Stone Age, Bronze Age and Iron Age • Rome and its impact on Britain | <ul style="list-style-type: none"> • The struggle for the Kingdom of England Britain's settlement by Anglo-Saxons and Scots | | | | | | | |
| <ul style="list-style-type: none"> contested exile descendant heir plunder truce | <ul style="list-style-type: none"> decimated incursion ransack severed martyr marauding | | | | | | | |

Year 4

Substantive Concepts:

CIVILISATION - A large group of people who follow similar laws, religion and rules. Great civilisations have cities, architecture, laws, culture and art.
KNOWLEDGE - Knowing how to irrigate the desert to grow vital crops. Knowledge about the seasons, rivers and flooding. Knowledge to build incredible structures – pyramids, temples and tombs. Knowledge to create a writing system – hieroglyphs gave the ancient Egyptians great power.
POWER – The power to advance technology, architecture and the arts. Power over Egypt’s neighbouring countries. Power to rule over upper and / or lower Egypt. Religion and the Egyptian beliefs were extremely powerful, yet divisive. Great pharaohs were powerful – they unified the civilisation and gave Egypt wealth and status.
INVASION - The action of invading, and also being invaded by the Hyksos people and Nubia. The expansion Egypt’s reach into other surround countries. Egypt was invaded and taken over by the Greeks in 332 BC until the Romans ended the reign of the pharaohs in 30 BC.

Term and Focus

NC objectives Pupils should be taught about:

Disciplinary Knowledge: Thinking as a Historian

End Point Knowledge

Year 4
Spring 2 and Summer Term
 The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance |
|---|--|---|--|--|--|
| What were the three kingdoms of the ancient Egyptians? | What was the purpose of building pyramids? In your opinion, what caused the rise or fall of an ancient Egyptian kings' power? | How did burial change throughout the ancient Egyptian civilisation? Rameses II was described as one of the most successful pharaohs. How do we know? | What beliefs did all ancient Egyptian kings have in common? What symbols represented a pharaoh? | What range of evidence tells us about the the ancient Egyptian civilisation? Why was the Rosetta Stone such an important archaeological find? | Which pharaohs were the most successful? How do we know? What significant events happened in the Old Kingdom? How do we know? |
| When and where do archaeologists think the ancient Egyptian civilisation began? | What was the consequence of weak leadership? | Were all ancient Egyptian kings male? | Which ancient Egyptian king tried to change the structure of the ancient gods? | Why was writing such an important invention for the ancient Egyptians? What legacy did that leave? | What significant events happened in the Middle Kingdom? How do we know? |
| How did the ancient Egyptian technology change over time? | What caused the Nile to flood? | What other civilisations influenced the ancient Egyptian way of life? | What happened? What did his son do? | Even though Tutankhamun's tomb didn't offer the full glory other kings were afforded, it was a unique find of immense importance. Why was that? | What significant events happened in the New Kingdom? How do we know? |
| How long did the ancient Egyptian religion endure? | How did ancient Egyptian kings use this seasonal knowledge to their advantage? | | | | |
| Is that longer or shorter than Christianity? | How did the ancient Egyptian civilisation end? | | | | |

Who were a few of the earliest civilisations and what did they achieve?

- Sumer, Shang Dynasty and Indus Valley were the earliest civilisations.
- All the early civilisations had rivers, writing and law and order in common.

Ancient Egyptian Kingdoms:

The Old Kingdom: who was significant and what did they achieve?

- The Old Kingdom was when simple and then more complex pyramids were built, such as the Great Pyramids of Giza.
- King Djoser and King Snefru were two pharaohs from the Old Kingdom.

The Middle Kingdom: who was significant and what did they achieve?

- The Middle Kingdom started when King Mentuhotep II took control of Upper and Lower Egypt.
- King Mentuhotep II and Queen Sobeknefru were two pharaohs from the Middle Kingdom.
- Gold mines were thought to have been dug in the Eastern Desert during the time of the Middle Kingdom.

The New Kingdom: who was significant and what did they achieve?

- The New Kingdom was when great tombs were dug into rock and Ramesses II was king.
- King Ramesses II, King Tutankhamun and King Snefu were pharaohs from the New Kingdom.
- Ramesses II left his mark in history by building new temples and adding to existing temples to make them even more splendid.

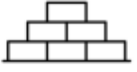
Achievements and Beliefs:

Achievements: how and what did the Ancient Egyptians write?

- Hieroglyphs are picture writing instead of letters and it means 'picture carving'.

Achievements: how did the Ancient Egyptians use the River Nile?

- The Rive Nile is described as the 'life-blood' of Egypt because the water and soil from the River Nile gave life to the land, people and animals around it.

| | | | | |
|--|--|--|---|---------------------------------|
| | | | <ul style="list-style-type: none"> - The Ancient Egyptians used the River Nile as irrigation for watering crops, transport for moving soldiers and goods, fishing for food and for Power – if you controlled the Nile, you also controlled the water supply. - To make the most of the River Nile, Ancient Egyptians dug irrigation channels so that they could water their crops and they invented a shaduf – an easy way to get water from the river. <p>Gods: what did the Ancient Egyptians believe in?</p> <ul style="list-style-type: none"> - The pharaoh was a living version of a god. - The god Ra was the Sun god. - The god Osiris was the god of the underworld. - Pharaohs were placed in stone coffins called a sarcophagus. - When they died, the ancient Egyptians believed pharaohs were judged to have lived a good or bad life. Their heart was weighed against the Feather of Truth. <p>Evidence: what do we know about Tutankhamun?</p> <ul style="list-style-type: none"> - During his short reign, Tutankhamun changed the religion back to worshipping the god Amun and changed his name from Tutenkhaten to Tutankhamun. - Tutankhamun's tomb was discovered in 1922 by archaeologist Howard Carter. | |
| <p>Curriculum Narrative</p> <p>Previous Learning</p> | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Year 3</p> <p>Stone Age to Iron Age</p> </div> <div style="text-align: center;"> <p>Year 3</p> <p>Rome and its impact on Britain</p> </div> <div style="text-align: center;">  <p>Year 4</p> <p>Geography</p> <p>Latitude and Longitude</p> </div> <div style="text-align: center;"> <p>Year 4</p> <p>Geography</p> <p>Rivers</p> </div> </div> | | <p>Tier 2 Vocabulary</p> | <p>Tier 3 Vocabulary</p> |
| | | <p>colossal stability society civilisation irrigation mysteriously</p> | <p>funerary hieroglyphs artefact pillaged obelisk pharaoh</p> | |

Year 5

Substantive Concepts:

CIVILISATION – A large group of people who follow similar laws, religion and rules. Great civilisations have cities, architecture, laws, culture and art.

POWER – The power to advance technology, architecture and the arts. The power over and between city-states. Power to build The Parthenon, great theatres and the Lighthouse at Alexandria. Power struggle: Athens vs Sparta Alexander the Great – unified power. War with the Persians.

DEMOCRACY – A form of government voted for by the people. Although some citizens of Athens could vote, it wasn't a true democracy. Sparta wasn't ruled tyrannically – it had rules, and they were brutal.

KNOWLEDGE – The formulation and advanced use of knowledge by great thinkers. Mathematical theories, science and astronomy were forged by great thinkers, including: Pericles, Socrates, Archimedes. Great designers and engineers built phenomenal buildings.

| Term and Focus | NC objectives Pupils should be taught about: | Disciplinary Knowledge: Thinking as a Historian | End Point Knowledge |
|----------------|--|---|---------------------|
|----------------|--|---|---------------------|

| <p>Year 5</p> <p>Autumn Term and Spring 1</p> | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Chronology</th> <th style="width: 15%;">Cause & consequence</th> <th style="width: 15%;">Change & continuity</th> <th style="width: 15%;">Similarity & difference</th> <th style="width: 15%;">Evidence</th> <th style="width: 15%;">Significance</th> </tr> </thead> <tbody> <tr> <td>Name the three periods that you studied about Ancient Greece.</td> <td>What led to the rise of the Ancient Greek civilisation?</td> <td>How did the early form of democracy in Ancient Greece lead to laws and rules today?</td> <td>Think about Greek city-states. What was similar and what was different between them?</td> <td>Antiquity describes the ancient past, including the Egyptians, Greeks and Romans.</td> <td>What was significant about the rise of democracy in Athens?</td> </tr> <tr> <td>When were those three periods in time?</td> <td>Why were they so powerful?</td> <td>What significant changes happened in Ancient Greece between 800 BC and 500 BC?</td> <td>Compare the Ancient Greek beliefs with the Roman beliefs. What do you think was similar and what was different?</td> <td>What evidence explains how the people of Ancient Greece lived?</td> <td>How has that influenced the way western countries choose their leaders?</td> </tr> <tr> <td>What was happening in Ancient Britain at the same time as the Classical Period in Ancient Greece?</td> <td>What legacy did the Ancient Greeks leave?</td> <td>Were there any things that remained constant through the Ancient Greece civilisation?</td> <td></td> <td>How do we know?</td> <td>Ancient Greece had phenomenal thinkers – who do you remember and why?</td> </tr> <tr> <td>Use a timeline – what else was happening in the world during these three Ancient Greek periods?</td> <td>True or false? The Olympic games today are very similar to those in ancient times.</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | Name the three periods that you studied about Ancient Greece. | What led to the rise of the Ancient Greek civilisation? | How did the early form of democracy in Ancient Greece lead to laws and rules today? | Think about Greek city-states. What was similar and what was different between them? | Antiquity describes the ancient past, including the Egyptians, Greeks and Romans. | What was significant about the rise of democracy in Athens? | When were those three periods in time? | Why were they so powerful? | What significant changes happened in Ancient Greece between 800 BC and 500 BC? | Compare the Ancient Greek beliefs with the Roman beliefs. What do you think was similar and what was different? | What evidence explains how the people of Ancient Greece lived? | How has that influenced the way western countries choose their leaders? | What was happening in Ancient Britain at the same time as the Classical Period in Ancient Greece? | What legacy did the Ancient Greeks leave? | Were there any things that remained constant through the Ancient Greece civilisation? | | How do we know? | Ancient Greece had phenomenal thinkers – who do you remember and why? | Use a timeline – what else was happening in the world during these three Ancient Greek periods? | True or false? The Olympic games today are very similar to those in ancient times. | | | | | <p>People and Belief:</p> <p>Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold?</p> <ul style="list-style-type: none"> - Greek history begins with the Archaic period, then the Classical period and finishes the Hellenistic period. - During the Classical period, philosophy and the theatre thrived; spectacular temples were built and city-states of Athens and Sparta were in a 30-year war. - Ancient Greeks worshipped their gods by building sanctuaries and temples and leaving gifts for gods. <p>Powerful city-states:</p> <p>City-states: what was the difference between Athens and Sparta? What was democracy like in Athens?</p> <ul style="list-style-type: none"> - Athens and Sparta were the most warring and powerful city-states in Ancient Greece. - Athens is known for: democracy, arts and the theatre, phenomenal buildings – Parthenon, great thinkers (Socrates, Plato and Aristotle) and coastal – a powerful fleet. - Sparta is known for: the study of war, having no city walls, descendants of Herakles, land-based – a mighty army with boys starting army training at 6 years old. - Only men who had completed military training could vote in Athens. - Voting happened by placing pebbles or beans in an urn (Greek pot). - Citizens of Athens voted on new laws; going to war or not or if someone was guilty or not guilty at a trial. <p>Culture:</p> <p>Why was the theatre important to the Ancient Greeks? What myths and fables did Ancient Greeks write?</p> <ul style="list-style-type: none"> - Every Greek city had a theatre to bring together the community and show its significance. - Plays were written to honour gods. - Ancient Greeks used the theatre to teach lessons (morals) and make people laugh (comedies). <p>*Examples:</p> <ul style="list-style-type: none"> - Myths: Odysseus and the Cyclops, Prometheus – the thief of fire. - Aesop's fables: The crow and pitcher, The Lion and the Mouse, The Tortoise and the Hare. |
|---|---|--|---|---|---|-------------------------|----------|--------------|---|---|---|--|---|---|--|----------------------------|--|---|--|---|---|---|---|--|-----------------|---|---|--|--|--|--|--|---|
| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name the three periods that you studied about Ancient Greece. | What led to the rise of the Ancient Greek civilisation? | How did the early form of democracy in Ancient Greece lead to laws and rules today? | Think about Greek city-states. What was similar and what was different between them? | Antiquity describes the ancient past, including the Egyptians, Greeks and Romans. | What was significant about the rise of democracy in Athens? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| When were those three periods in time? | Why were they so powerful? | What significant changes happened in Ancient Greece between 800 BC and 500 BC? | Compare the Ancient Greek beliefs with the Roman beliefs. What do you think was similar and what was different? | What evidence explains how the people of Ancient Greece lived? | How has that influenced the way western countries choose their leaders? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What was happening in Ancient Britain at the same time as the Classical Period in Ancient Greece? | What legacy did the Ancient Greeks leave? | Were there any things that remained constant through the Ancient Greece civilisation? | | How do we know? | Ancient Greece had phenomenal thinkers – who do you remember and why? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Use a timeline – what else was happening in the world during these three Ancient Greek periods? | True or false? The Olympic games today are very similar to those in ancient times. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | |
|--|--|--|---|---|---|---|
| | | | <p>Battles: What happened at the battles of Marathon and Salamis? Why were they important?</p> <ul style="list-style-type: none"> - Battle of Marathon: King Darius of Persia sent troops to attack Athens and Sparta - huge Persian army faced the smaller Athenian army at the coastal site of Marathon. Athenian commander Miltiades encouraged the Persians to attack the deliberately weakened centre of Greek lines...then, wrapping around the Persians like a cloak, the Greeks attacked with heavily armoured Hoplite soldiers from the stronger sides. This was important because the Greeks had repelled an attack on their western way of life from eastern invaders. - Battle of Salamis: The Athenians defeated the overwhelming Persian forces because they deserted Athens and retreated to Salamis; they lured the big Persian boats into a narrow peninsula and they used their smaller boats (Triremes) to ram the stranded Persian boats and drowned the enemy. Athenian triremes (warships) were faster and more manoeuvrable. Triremes rammed the immobilised Persian boats and because the Persian soldiers couldn't swim they all drowned. Historians think this was one of the most important battles of all time as it stopped the Persians invading Europe <p>Legacy: Why were the Olympic Games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?</p> <ul style="list-style-type: none"> - The Olympic Games began as a competition between athletes from different city-states. It was a peaceful and religious event every 4 years. During the Olympics, a truce was declared. - Alexander the Great (336 BC – 323 BC) reigned as an exceptional king of Ancient Greece who was taught by Aristotle. He never lost a battle and invaded and conquered his sworn enemy – Persia. - He conquered Egypt and founded a new city called Alexandria - expanded the Greek Empire significantly. | | | |
| <p>Curriculum Narrative Previous Learning</p> | <p>Year 3 History Stone age to the Iron Age Introduce Rome and the impact on Britain</p> | <p>Year 4 History Britain's settlement by Anglo- Saxons and Scots</p> | <p>Year 4 History Viking and Anglo-Saxon struggles Ancient Egyptians</p> | <p>Year 4 Geography Latitude and Longitude</p> | <p>Tier 2 Vocabulary</p> <p>democracy honour phenomenal deteriorated armoured oppressive</p> | <p>Tier 3 Vocabulary</p> <p>city-state tyrant sanctuary tactical valiantly unified</p> |

Year 5

Substantive Concepts:

CIVILISATION - A large group of people who follow similar laws, religion and rules. Great civilisations have cities, architecture, laws, culture and art.
KNOWLEDGE - Knowledge to build incredible structures – pyramids, temples and tombs. Knowledge to invent a number system based on 20. Knowledge to create a writing system using glyphs gave the ancient Maya great power. The Maya created an advanced system for recording time through calendars.
POWER - The power to advance technology, architecture and the arts. Power to attack different city-states. Religion and the beliefs the Maya held were extremely powerful. Great kings were powerful – they didn't unify the Maya and the civilisation was constantly warring.

Term and Focus

NC objectives Pupils should be taught about:

Disciplinary Knowledge: Thinking as a Historian

End Point Knowledge

Year 5
Spring 2 and Summer Term

Comparison study – Maya and Anglo-Saxons.

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance |
|--|---|--|--|--|---|
| Describe the changes the Maya civilisation went through between AD 250 and AD 900. What was happening in Britain at the same time as the Maya were at their most powerful? How had Britain changed during the rise and decline of the Maya civilisation? | What were the factors historians thought led to the decline of the Maya? What was the effect of fighting between city-states? What effect could deforestation have had on the environment around city-states? | How did Maya civilisations change through their innovations? During the period AD 250 to AD 900, what stayed the same for the Maya civilisation? Why do you think the Maya civilisation declined? Agree or disagree? The Maya civilisation ended in AD 900. | What was similar between Maya city-states and Anglo-Saxon kingdoms? What was different between Maya city-states and Anglo-Saxon kingdoms? What other civilisations across the world had similarity to the Maya? Why do you say that? | How do we know about the Maya civilisation? Which sources do you think were the most useful to know about the Maya people and their way of life? What are Maya glyphs, stelae and codex? Why were stelae useful to archaeologists? What did they tell them? | What were the significant Maya inventions? Which of the Maya inventions do you think were the most significant? Why do you think that? |

People and Place:

Where did the Maya live? What were the significant events in Maya's history?

- The Maya people lived in North America.
- Maya people lived in a tropical rainforest environment.
- Writing, calendar and number systems were significant events.
- Maya civilisation population increased largely in AD600, before cities declined due to land erosion, warfare (AD750) and drought, famine and disease (AD840).

City-states:

What were Maya city-states like?

- A Maya city was made up of a plaza, pyramid, palace, ball court and temples.
- Tikal, Chichen Itza and Palenque were Maya city-states.

Inventions:

What did the Maya invent?

- Three parts of the Maya calendar: Tzolk'in, Haab, Calendar round.
- Maya people wrote in pictures and used glyphs and hieroglyphs.
- The Maya number system worked by counting up to 20 using dots for 1s and lines for 5s.
- Tzolk'in: A sacred calendar that had 260 days - it contained 13 months.

Consequences:

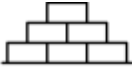
What happened to the Maya city-states?

- Between AD 750 – AD 900, the Maya civilisation started to decline.
- The decline of the Maya civilisation may have been due to wars between city-states; mass deforestation, drought and disease.
- Maya people rebelled, burned palaces, fled cities. The rainforest reclaimed the land and the Maya returned to small villages and dwellings.

Comparisons:

Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya (AD900)

- During the time when the Maya civilisation was thriving: AD 250 - AD 750, in England, the Vikings had started invading; it was divided into several kingdoms and Christianity was the dominant religion and several Viking kings had converted their faiths.
- The main differences between the Anglo-Saxons and the Maya


| | | | | | | | |
|---|---|---|---|---|--|--|---|
| | | | | | People were: Anglo Saxons believed in Christianity; Maya gods were based on natural and astronomical forms; detailed books called codices were written by the Maya; there were no significant advances in mathematics during Anglo-Saxon times; Anglo-Saxon famers grew wheat and Barley; Mayan famers grew avocados, chilli peppers and pumpkins. | | |
| Curriculum Narrative Previous Learning | Year 3 History Roman Empire its impact on Britain | Year 4 History Anglo-Saxon settlement and Viking struggle for Britain |  | Year 4 / Year 5 Geography study of the world, including location of N and S America | Year 5 Science Light Earth and Space | Tier 2 Vocabulary | Tier 3 Vocabulary |
| | | | | | | population famine descendant declining citizen native | deforestation codex sacrifice astronomy warrior polytheistic |

Year 6

Substantive Concepts:

POWER - The power to make change. For example, innovating technology. The power over another country or its people.
INVASION - Taking over another country or region with an armed force.
DEMOCRACY - The right to choose your leaders without fear. The opposite of a dictatorship.
COMMUNITY - A group of people living in the same place. How the community changed and responded to support the war effort.

| Term and Focus | NC objectives Pupils should be taught about: | Disciplinary Knowledge: Thinking as a Historian | End Point Knowledge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|---|-------------------------|----------|--------------|--------------------------------------|--|--|--|--|---|--|---|--|---|--|--|--------------------------------|--|--|--|--|--|---|--|--|--|--|--|-----------------|--|--|--|--|--|------------------------------------|--|--|--|--|--|--|
| <p>Year 6</p> <p>Autumn Term</p> <p>How did WW2 affect Birmingham and The Black Country?</p> | <p>A local history study</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Chronology</th> <th style="text-align: center;">Cause & consequence</th> <th style="text-align: center;">Change & continuity</th> <th style="text-align: center;">Similarity & difference</th> <th style="text-align: center;">Evidence</th> <th style="text-align: center;">Significance</th> </tr> </thead> <tbody> <tr> <td>When did the Second World War start?</td> <td>What event brought America into the war?</td> <td>How did Birmingham change after being heavily bombed during The Blitz?</td> <td>Did anything stay the same in our local area after the Second World War?</td> <td>What sources tell us about life in Birmingham during the Second World War?</td> <td>What were the significant changes to Britain's way of life after the war?</td> </tr> <tr> <td>When did Great Britain declare war on Hitler's Nazi Germany?</td> <td>Why was Birmingham targeted during the war?</td> <td></td> <td>What changed as a result of the Second World War in our local area?</td> <td>Which sources do you think are the most useful to know about the Second World War in Birmingham?</td> <td></td> </tr> <tr> <td>When did the Axis Powers form?</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>When did America join Great Britain and her allies?</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>When was D-Day?</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>When did the Second World War end?</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | When did the Second World War start? | What event brought America into the war? | How did Birmingham change after being heavily bombed during The Blitz? | Did anything stay the same in our local area after the Second World War? | What sources tell us about life in Birmingham during the Second World War? | What were the significant changes to Britain's way of life after the war? | When did Great Britain declare war on Hitler's Nazi Germany? | Why was Birmingham targeted during the war? | | What changed as a result of the Second World War in our local area? | Which sources do you think are the most useful to know about the Second World War in Birmingham? | | When did the Axis Powers form? | | | | | | When did America join Great Britain and her allies? | | | | | | When was D-Day? | | | | | | When did the Second World War end? | | | | | | <p>The Second World War:</p> <p>What was our local area like?</p> <ul style="list-style-type: none"> - Coal, iron and limestone were three natural resources utilised during and after the Industrial Revolution. - Birmingham had large factories, the Black Country had small factories and Coventry had engineering companies. - The cathedral in Coventry was special because it had been built in the 14th century. <p>Cause:</p> <p>When and why did Britain declare war on Germany in 1939? Who were the Allies?</p> <ul style="list-style-type: none"> - Adolf Hitler and the Nazi party wanted to expand their territory and establish dominance of a superior Aryan race. - Britain declared war on Germany on the 3rd of September 1939. - The United Kingdom, the United States of America and the United States of Soviet Russia were part of The Allies. - Nazi Germany controlled much of western Europe by the end of June 1940. - The conflict truly became a world war when the USA declared war on the 8th December 1941. <p>Bombing Cities:</p> <p>The Blitz: how did Hitler continue to attack Britain and what did Britain do?</p> <ul style="list-style-type: none"> - 'Blitz' comes from the word 'blitzkrieg' which means 'lightning war'. These were fast attacks by Hitler designed to force an enemy to end the war quickly. - An Anderson shelter was built in the garden, made with steel sheets and had soil on top. - A Morrison shelter was built indoors, made with steel sheets and had a cage of steel mesh. - During a blackout, people had to turn off streetlights; use special headlamps on cars which gave out less light and cover doors and windows to block out light. - Children were evacuated from our local area because it was a likely target for bombing raids. - The phrase 'make do and mend' means to repair and reuse clothing. - Metal, paper, rubber and bones were materials that were salvaged so that they could be used by the military during WW2. <p>Consequence:</p> <p>How did the Second World War change our local area?</p> |
| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| When did the Second World War start? | What event brought America into the war? | How did Birmingham change after being heavily bombed during The Blitz? | Did anything stay the same in our local area after the Second World War? | What sources tell us about life in Birmingham during the Second World War? | What were the significant changes to Britain's way of life after the war? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| When did Great Britain declare war on Hitler's Nazi Germany? | Why was Birmingham targeted during the war? | | What changed as a result of the Second World War in our local area? | Which sources do you think are the most useful to know about the Second World War in Birmingham? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| When did the Axis Powers form? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| When did America join Great Britain and her allies? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| When was D-Day? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| When did the Second World War end? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|----------------------|-------------------|--|--|
| | | | <ul style="list-style-type: none"> - After Birmingham was heavily bombed during the Blitz, new council estates were built; slums were replaced with better homes and much of the heavy industry was moved out of the city centre. - After Coventry was heavily bombed during the Blitz, a new pedestrianised city centre was built; the cathedral was left in ruins as a memorial and a new cathedral was built. |
| Curriculum Narrative | Previous Learning | <p>Year 5 Ancient Greeks</p>  <p>Year 5 Maya civilisation and comparison to Anglo-Saxon</p> | Tier 2 Vocabulary |
| | | | Tier 3 Vocabulary |
| | | | <p>Dense Slum Pact Ration Salvage Morale Evacuee Decimate Incendiary Precinct</p> <p>Allies Axis Nazi Totalitarian Aryan Blackout Armaments Evacuee Home front</p> |

Year 6

Substantive Concepts:

POWER - The power to share and enhance culture and the arts. The power over people because of their ethnicity or colour of their skin.
DEMOCRACY - A form of government voted for by the people. The rights of British citizens (Windrush pioneers) to be treated fairly and without prejudice were compromised by the British Government.
COMMUNITY - A group of people living in the same place. The ways of society and how communities embraced or resisted change.

Term and Focus

NC objectives Pupils should be taught about:

Disciplinary Knowledge: Thinking as a Historian

End Point Knowledge

Year 6 Spring Term
Windrush Generation

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

| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance |
|---|---|---|---|--|--|
| Who discovered the Caribbean island of Jamaica? | What drove English slave traders to expand their iniquitous business? | What was different for the Windrush pioneers when they disembarked from MV Empire Windrush? | How different were the skills and education of the original Windrush pioneers? | What best tells us about the way the Windrush pioneers were treated? | What was significant about Emancipation Day? |
| When was the Second World War? | Why were there so many slaves needed? | How were many of the Windrush pioneers treated on arrival to Britain? | How did the culture of Britain change because of the arrival of the Windrush pioneers? | How do we know about the positive change and Caribbean culture the Windrush pioneers brought to London? | How significant were Hitler's actions and the Second World War in shaping the future for the Windrush pioneers? |
| When did the first Windrush pioneers arrive at Tilbury Docks? | What caused the Windrush pioneers to leave their islands and settle in England? | Why do you think that? | Why does the Windrush Foundation dispute the term 'immigrant' when it was used to describe the people of the Windrush generation? | Social media we have today didn't exist when the Windrush pioneers arrived. Do you think it would have helped or hindered the way they were treated? | Why was the date 22 nd June 1948 significant? |
| What year was slavery abolished? | | How did the Windrush pioneers keep true to their way of life? What didn't they change? | | | What significant changes did parts of London undergo because of the Windrush pioneers? |
| How long was England involved in the slave trade? | What pull factors attracted Jamaican men, women and children to London? | | | | Recently, the British government has been forced to apologise for mistreating generations of Windrush pioneers. Why is this significant and what can we learn? |
| How many years have the Windrush pioneers enriched English culture? | | | | | |

People and Place:

Where are the Caribbean islands? What's their history?

- The Caribbean islands are located between the Atlantic Ocean and the Caribbean Sea, south of Florida and north of South and Central America.
- The Bahamas, Cuba and Jamaica are all independent countries in the Caribbean. Anguilla, Cayman Islands and Montserrat are all dependent countries in the Caribbean.
- England took part in the slave trade from 1650 – 1834.
- In Jamaica, the sugar cane plantation increased the need for African slaves.
- In 1834, slavery was abolished in British overseas territories, such as Jamaica.
- The people of the Caribbean fought in WW1.

Migration and Settlement:


How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? Why did people migrate from the Caribbean to England in 1948?

- Caribbean men and women helped Britain in WW2 because many believed Hitler would reinstate the slave trade and they felt a duty towards Britain and wanted to save their monarch – King George VI.
- Men and women from the Caribbean migrated to Britain from 1948 because: Britain had a shortage of workers after the war and needed help rebuilding cities and towns; Britain promised men and women from the Caribbean British citizenship, if they helped and came to work and live in Britain; Britain lured men and women from the Caribbean with the prospect of better careers and more work.
- The skills and trades that many of Caribbean men and women brought to Britain are: carpenters, dancers, singers, barristers, mechanics, retired judges, tailors, welders, potters and hairdressers.

What was life in London like for the Windrush pioneers? Who was Sam King and what did he do? Who was Norma Best and what did she do?

- Not everyone in England met the Windrush pioneers with warmth and friendliness.

| | | | |
|--|--|--|--|
| | | | <ul style="list-style-type: none"> - In 1959, the unsolved murder of a young black man, Kelso Cochrane, sparked protests and riots for equality and acceptance by Caribbean men and women. - The Notting Hill Carnival celebration was stated by Caribbean men and women to bring joy, happiness and improve relationships between races in London. - Sam King, MBE, served with the RAF and worked for the Royal Mail. His native island was Jamaica and he came to England onboard MV Empire Windrush in 1948. He was the Mayor of Southwark and he started the Windrush Foundation in 1995 - to keep the memories of the Caribbean settlers alive. - Norma Best lived in British Honduras and moved with her English husband to London in 1950. She joined the Auxiliary Territorial Service as a driver. She worked in London at the end of World War Two and trained as a teacher before becoming a Head teacher of a school in London. <p>Application: How did the Windrush migration change Britain for the better?</p> <ul style="list-style-type: none"> - The men and women of the Caribbean brought many things to Britain, especially London, including: skills when Britain needed workers like carpenters, builders and nurses; a rich Caribbean culture of language, music, art and food; help when Britain needed men and women to fight the war against the Nazis and Hitler; more tolerance, acceptance and diversity. |
|--|--|--|--|

| | | | | | |
|---|---|---|--|---|--|
| Curriculum Narrative Previous Learning | <p>Year 5 Ancient Greeks</p> |  <p>Year 5 Geography Latitude and longitude Biomes and environmental regions OS Maps and fieldwork</p> | <p>Year 5 Maya civilisation and comparison to Anglo-Saxon</p> | <p>Tier 2 Vocabulary</p> | <p>Tier 3 Vocabulary</p> |
| | | | | <p>intolerance immigrate prejudice colony emigrate discrimination</p> | <p>racism segregation diversity disembarked demobilised iniquitous</p> |

Year 6

Substantive Concepts:

POWER – The power to make change. For example, innovating technology. The power over another country or its people.
INVASION – Taking over another country or region with an armed force.
DEMOCRACY - The right to choose your leaders without fear. The opposite of a dictatorship.

Term and Focus

NC objectives Pupils should be taught about:

Disciplinary Knowledge: Thinking as a Historian

End Point Knowledge

Year 6 Summer Term

Beyond 1066 - Study 5 Monarchs Through Time

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as John, Anne and Victoria

| Chronology | Cause & consequence | Change & continuity | Similarity & difference | Evidence | Significance |
|--|---|---|--|--|---|
| Put the monarchs in chronological order. Explain your choices. | Select a monarch. Describe a significant event in their reign. Explain the cause of that event and the consequence. For example... | Which monarch kept things mostly the same? Why do you say that? What evidence tells you that? | Out of the five monarchs studied, are there any similarities between them? What were the significant differences between the five monarchs studied? | What tells us about the past of each monarch? Which sources are more reliable than others? Why is that? | Which monarch had the most significant impact on Britain? Which monarch, do you think changed Britain for the better? Why is that? Which monarch do you think changed Britain for the worse? Why is that? |
| Name different people or events in time, such as Anne Boleyn or the Industrial Revolution – pupils make relevant connections to the nearest monarch in time. How long did each monarch reign for? Are there any patterns between length of reign and success for Britain? | What caused Elizabeth I's war with Spain? What were the consequences? What caused the Norman invasion? What were the consequences | Which monarch made lots of changes? Why do you think that? What evidence tells you that? | Did any of the monarchs have similar reigns? Which one was the longest reign? Was that good for Britain? | Where would you go to find out more about each monarch? What do you need to be careful with when using sources of evidence? | Do all of the monarchs studied have a significantly good or a significantly bad impact on Britain? |

William the Conqueror

How is William I remembered? What legacy did he leave?

- In 1066, William I conquered and invaded England.
- William I was promised the throne of England by Edward the Confessor.
- The Bayeux tapestry was made to commemorate the Battle of Hastings, 1066.
- William built Norman castles throughout England to show his strength and control the Saxon people.
- A famous Norman tower is the Tower of London.

Henry VIII

How is Henry VIII remembered? What legacy did he leave?

- Henry VIII means that he was the 8th king called Henry.
- Henry VIII was an arrogant and feared monarch.
- Henry VIII is remembered for: forcing all the monasteries to close; having 6 wives and breaking away from the Catholic Church and stating a new form of Christianity called the Church of England.

Queen Elizabeth I

How is Queen Elizabeth I remembered? What legacy did he leave?

- The reign of Elizabeth I is now known as 'The Golden Age of English History'.
- Queen Elizabeth I went to war with Spain because the English privateers plundered the Spanish merchant ships for gold.
- The Spanish sent an Armada (huge invasion force) to stop the British raiding their ships and to support Catholics in England.
- During the reign of Queen Elizabeth I, England was known for exploring and discovering new lands - Sir Walter Raleigh and Sir Francis Drake; establishing trade routes across the Atlantic, including the barbaric trade of slaves; a strong queen who stabilised the monarchy and mobilised people to follow her and being at war with Spain because of privateers and looting of merchant ships.

King Charles II

How is Charles II remembered? What legacy did she leave?

- Directly before the reign of Charles II, Britain a republic.
- Charles II regained his throne by being invited back to be the king.
- During the reign of king Charles II, there was the plague, the Great Fire of London and a war with the Dutch.
- Historians call the period that Charles II reigned The restoration period.

Queen Victoria

How is Queen Victoria remembered? What legacy did she leave?

| | | | |
|-----------------------------|---|---|--|
| | | | <ul style="list-style-type: none"> - Queen Victoria ruled over 1/4 of the world's population. - Queen Victoria was married to Prince Albert. - Trade and the industrial revolution brought prosperity to Britain during the reign of Queen Victoria. - The industrial revolution meant that factories were built to manufacture goods quickly; new towns were built to serve the prosperous factories; inventions like railways and seaside holidays were popular. - During Queen Victoria's reign, the Crimea War, Zulu war in Africa and the Boar War in South Africa were all fought. <p>In your opinion, who was the greatest past monarch? Why is that?</p> |
| Curriculum Narrative | | | Tier 2 Vocabulary |
| Previous Learning | <p>Year 4</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> | <p>Year 5</p> <p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p> | <p>Tier 3 Vocabulary</p> <p>lucrative prosperity republic plundered arrogant duplicitous</p> <p>aristocracy monastery dissolution privateers industrialisation annulment</p> |