

History Curriculum

Curriculum Intent for History

The History curriculum at Red Lane is designed to create a bridge between today's world and the myriad fascinating worlds of the past, which automatically provokes questions from pupils. Tempered and channelled correctly, its study can turn this naturally occurring curiosity into the development of tools every pupil needs in order to be able to express their thoughts and positively engage with the world around them.

At Red Lane, History is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality History teaching.

The school's long term plan for History sets out the content of teaching within in each year group. This is supported by the school's History progression document which demonstrates learning outcomes within each strand of development within a History unit. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the History curriculum provides structured opportunities for pupils to:

- gain a coherent, chronological knowledge and understanding of Britain's past and that of the wider world
- develop a deep understanding of history, by connecting new knowledge with existing knowledge
- contribute to a connected network of ideas and knowledge across the curriculum
- develop and appreciate the cultural capital that they need to succeed in life
- engender an appreciation of human achievement and an understanding of its development
- be introduced to the language and vocabulary of History
- be introduced to key historical skills such as oracy and argument
- make reasoned arguments about historical influences on current development and sustainability issues

- explore how the actions of people in the past have led to some of the global problems we face today
- understand the impact their choices can have on the future
- develop knowledge of other societies, cultures and beliefs
- understand the impact values and beliefs have on the decisions and actions of individuals, organisations and governments, made today
- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups
- explore their own identity, values and beliefs

Teaching and Learning History

In addition to the conscious structure and design of the History curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

National Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Overview of History Content

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|-----------------|---|-----------------|-------------------------------------|----------------------------------|
| Nursery | Changes all around - first and then | | Amazing animals – animals and their young | | | Journeys through time – holidays |
| Reception | Changes all around me – my daily routine | | | | Grow with us – Life cycles | Journeys through time – the past |
| Year 1 | Old & New Toys | | History of Bolton– Local Study | | Significant People: Queen Elizabeth | |
| Year 2 | Rosa Parks & other Significant People | | Great Fire of London | | Victorians | |
| Year 3 | Samuel Crompton – Local Study | | Stone Age | | Ancient Egypt | |
| Year 4 | Ancient Greece | | Romans in Rome | | Romans in Britain | |
| Year 5 | Anglo-Saxons | | Vikings | | Manchester Mills- Local Study | |
| Year 6 | World War 2 | | Civil Rights | | Mayan Civilisation | |

Key Concepts

In order the structure the development of and relationship between knowledge, historical concepts (both **substantive** & **disciplinary**) are threaded throughout the curriculum. Concepts are explicitly taught and linked within units of work. They are revisited throughout the year groups to ensure pupils have a clear understanding of them, make meaningful connections and enable them to be held within long-term memory.

Nine key concepts of history repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of history:



community & culture - (architecture, art, civilisation, communication, economy, inspiration, myth, settlement, trade)



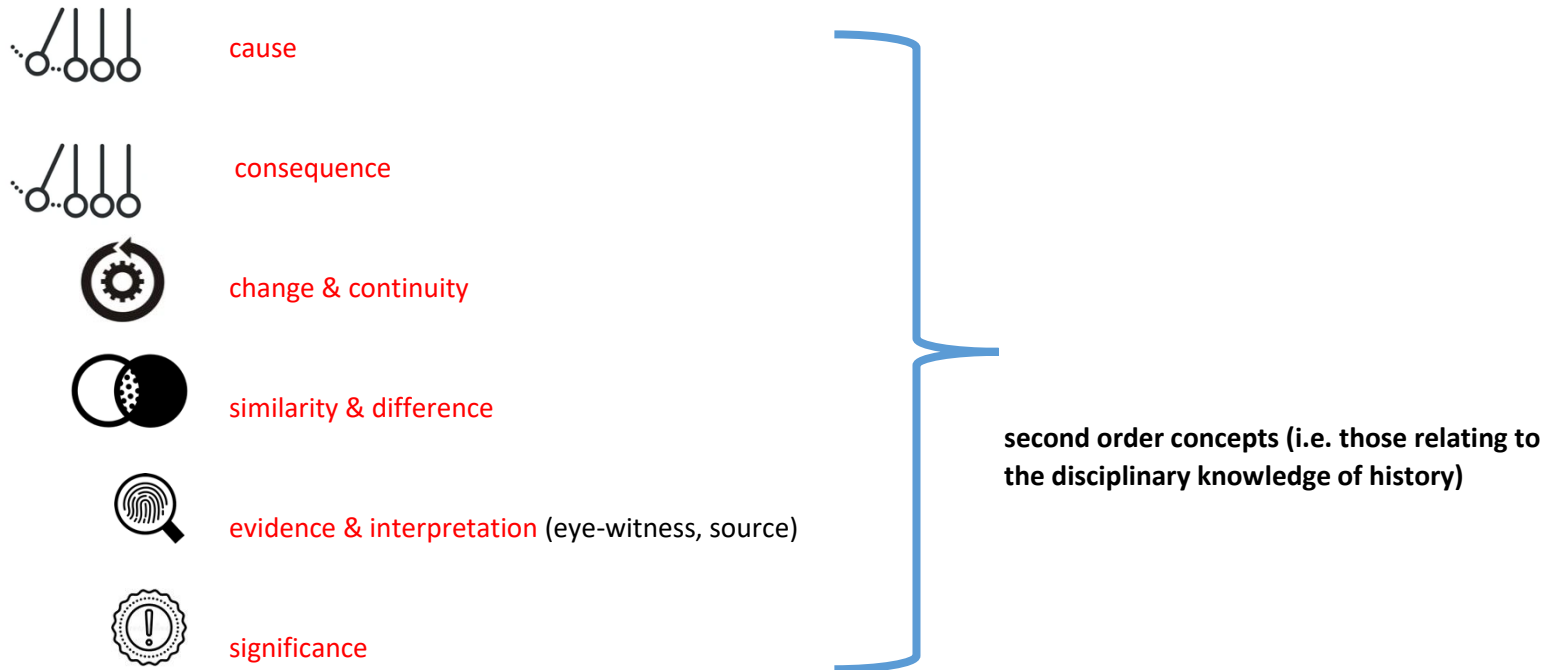
conflict & disaster - (conquest, liberation, military, peace, fire, war)



exploration & invention - (discovery, progress, tools)









hierarchy & power - (democracy, empire, equality, government, law, monarchy, parliament, slavery, poverty)



Our key concepts, including the second-order concepts of history, were derived in reference to notable work on this subject, including The Historian’s Toolkit and that from The Historical association. In addition, the need to adapt the key concepts for a primary setting was considered. **See ‘Progression in Disciplinary Concepts’ for more detail.**

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| <p>Chronological Understanding</p> <p>Please See ‘Progression in Chronology’ document for more detail.</p> | <p>This concepts makes sense of time, the sequence of when things happen, what changed and what continued. The younger children at Red Lane will look at time words such as before, after, now, then, past and present. Older children will look at periods of time and be introduced to more complex terms. All children will begin a topic with a timeline of events showing progression as they are extended backwards through generations.</p> |
| <p>Cause</p> | <p>This concept shapes historical thinking and understanding. It focuses on why events occurred and why people acted a certain way.</p> |

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|  | <p>Through this concept children will create connections through time. It is also linked to chronology and helps children to recognise change across time.</p> |
| <p>Consequence</p>  | <p>This concept shapes historical thinking and understanding. It focuses on the effect, result or outcome of something occurring earlier.</p> <p>Through this concept children will create connections through time. It is also linked to chronology and helps children to recognise change across time.</p> |
| <p>Change and Continuity</p>  | <p>This concept develops an understanding of the idea that some things change while others old and new stay the same. At Red Lane, younger children will explore this through local history and looking at changes in the town and features of a place. Older children will commonly use this concept when evaluating different civilizations and time periods.</p> |
| <p>Similarity and Difference</p>  | <p>This concept considers how historians construct arguments about the extent of similarity and difference between places, people and groups in the past</p> |
| <p>Evidence and Interpretation</p>  | <p>This concept allows children to think about how we understand the past and how we show what the past was like. Our Key Stage 2 pupils will begin to see differences between what may be fact and opinion and construct their own conclusions as to which parts are factual and which are points of view.</p> |
| <p>Significance of Events</p>  | <p>Significance is how we choose what is most important in history. For KS1 pupils this may be looking at the important parts from a story or say what is important about a picture? For older children the will develop the skill of which parts of history are important and how these significant issues or events have impacted on that period in time, society or the way we live today.</p> |
| <p>Historical Enquiry</p> | <p>Historical enquiry is key in the history curriculum. Through this concept children learn how to ask questions, select evidence and make judgements about the past. They begin to understand that there can be multiple perspectives to history</p> |
| <p>Historical Sources</p> | <p>This concept helps children to understand what we use to find out about the past and how we use sources safely. For the children in KS1 this may be extracting information from a picture or artefacts. As the children move up the school sources of evidence may become less obvious or relevant sources of evidence need to be searched for.</p> |

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| Term: | Nursery – Autumn 1 | Key Text(s): | N/A |
| Key Concepts: Chronological Understanding | <p>Changes all around me – first and then</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand the concept of first and then 2. Develop an understanding of the present time. 3. Begin to sequence two familiar events from their day. <p>This unit exposes children to the concept of first and then. It allows children to begin to develop an understanding of the present which must come before the understanding of the past. Children often confuse the past and present tense within their language and experiences so this unit aims to support children to sequence two events which are familiar to them. For example now its lunchtime then it is playing outside. This will be built upon in Reception where children will begin to understand time in more detail and will sequence their daily routine talking about both the past and future tense.</p> <p>End of Unit Outcome: Children know what will happen first and next. The language of first and then will be used to sequence events within the nursery.</p> | | |
| <u>Prior Knowledge Requirements</u> | | <u>Key Vocabulary for the unit</u> | |
| Talk about the things they do during their day. | | First – the earliest event to happen Then – at the specific time Now – the present time Next – the event coming immediately after | |
| <u>Composite – The Big Idea</u> | | <u>Components – Sequence of Learning</u> | |
| Children know what is happening now and what will happen next. They will develop their understanding of the present in order to extend their understanding of the past later. | | There are no particular steps to teaching this unit. Children will be exposed to this vocabulary through play and daily routines. Staff will have a visual timetable to show the children what will happen throughout the day. Children will be shown visuals of the activities that are happening. During every day practice, staff will use the language of “first it’s X and then it’s X.” | |
| <u>Developing a sense of chronological understanding</u> | | Books: | |
| | | N/A | |

Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; amazing animals and journeys through time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as "now it's this... then it's..."

Continuous provision plays a huge part in learning in Nursery. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having a visual timetable on display will help the children to see what has happened today and what will happen next.

Links to further study:

Nursery – Spring 1 – Amazing animals

Reception – Autumn 1 – my daily routine

Direct links to the EYFS Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

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

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: The Natural World

- 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

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| Term: | Nursery – Spring 1 | Key Text(s): | Farm animals and their babies |
| Key Concepts: Chronological Understanding | <p>Amazing animals – animals and their young</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know that animals were once babies 2. Name animals and their young. 3. Use the language of first and then <p>This unit builds upon the learning from Autumn 1 where children developed an understanding of first and then within their own routine. This unit builds upon that and allows children to talk about how animals were once babies. Children will talk about land and sea animals within this topic. They will name land animals such as a sheep, pig, cow, and goat and learn that their young have different names. Ultimately, children will begin to be exposed to the concept of the past. This prepares children for future learning in Reception where children will develop their understanding of life cycles and how animals and humans change over time.</p> <p>End of Unit Outcome: Children can name animals and their young.</p> | | |
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| <p><u>Prior Knowledge Requirements</u></p> <p>Use the language of first and then. Name farm animals</p> | <p><u>Key Vocabulary for the unit</u></p> <p>First – the earliest event to happen Then – at the specific time Past – time which has gone by. Sheep – a mammal with a thick woolly coat. Pig – a mammal with a flat snout who likes to live in the mud! Cow – a mammal which produces milk for humans to drink Goat – a mammal with backward curving horns Lamb – a baby sheep Piglet – a baby pig Calf – a baby cow Kid – a baby goat</p> | | |
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| <u>Composite – The Big Idea</u> | <u>Components – Sequence of Learning</u> | | |

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| <p>Children know that animals and humans were once babies. Children will begin to name animals and their young.</p> | <ol style="list-style-type: none"> 1. Retrieval of previous learning – Talk about their family pets and animals they know about. Draw upon their knowledge of cats and dogs and their knowledge of farm animals. Talk about when they were a baby. Were they the same or different? 2. Vocabulary – introduce new vocabulary. 3. Read a story - Read the story “Farm animals and their babies.” 4. Teach the names of the animal’s babies – piglet, lamb, calf and kid. 5. End of Unit Outcome – name farm animals and their babies. |
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| <p><u>Developing a sense of chronological understanding</u> Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as “now it’s this... then it’s...”</p> <p>Continuous provision plays a huge part in learning in Nursery. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having a tuff tray set up as a farm to allow the children to</p> | <p>Books: Farm animals and their babies</p> <p>Links to further study: Reception – Summer 1 – Grow with us</p> |

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| <p>explore farm animals. Other wider experiences such as having farm animals visit school would also develop their understanding.</p> | |
| <p><u>Direct links to the EYFS Early Learning Goals</u> ELG: Past and Present 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>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p><u>Other wider curriculum links to the EYFS Early Learning Goals</u> This also links to other areas of learning within the Early Learning Goals including: ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension ELG: The Natural World</p> |

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| Term: | Nursery – Summer 2 | Key Text(s): | Topsy and Tim go camping What the ladybird heard at the seaside |
| Key Concepts: Chronological Understanding | <p>Journeys through time – holidays</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Talk about places they may visit on holiday. 2. Recognise the future has not happened yet. 3. Talk about different types of travel. <p>This unit exposes children to the concept of the future tense through the stories they have read. It allows children to talk about where they are going to go. We recognise that it is much easier for children to talk about the future at such a young age. This develops children understanding of the present tense which they have studied throughout their time in Nursery and builds towards the learning which will take place in Reception. This topic is in preparation for Reception where children will begin to explore the past and places they have already visits. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.</p> <p>End of Unit Outcome: Children can talk about where they are going to go on holiday.</p> | | |
| <p><u>Prior Knowledge Requirements</u></p> <p>Use the language of first and then Know that the present tense is what is happening now.</p> | | <p><u>Key Vocabulary for the unit</u></p> <p>Holiday – time spent away from home for leisure. Beach – a pebbly or sandy shore near the sea. Sea – salt water which covers most of the earth’s surface Weather – the state of the atmosphere around them Car – a four wheeled road vehicle that can carry a small number of people Bus – a large motor vehicle which can carry lots of people but usually sticks to a local route.</p> | |
| <p><u>Composite – The Big Idea</u></p> <p>Summer is the season where lots of people have holidays! Our summer holidays often take us to new places which can be similar</p> | <p><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning – Talk about animals which live in the sea. Talk about the sea and what we know about the seaside. Draw upon children’s knowledge of the beach and sand play. It may be necessary to teach this if children have no prior knowledge. | | |

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| <p>to where we live or very different! When we travel on holiday we can travel in lots of different ways.</p> | <ol style="list-style-type: none"> 2. Vocabulary – introduce new vocabulary. 3. Read a story - Read the story “Topsy and Tim go camping.” Talk about camping. Ask the children about their own experiences of holidays. Is anyone going on holiday? 4. Introduce the concept of the holidays. Discuss places that they may visit to go on holiday for example camping and caravan holidays. Talk about hotels and places they have stayed. Some children may talk about holidays abroad too but this is not essential. 5. Read a story – Read the story “What the ladybird heard at the seaside.” Talk about the seaside and how this is different to a camping holiday. 6. End of Unit Outcome – Talk about places they are going to visit for their summer holidays. |
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| <p><u>Developing a sense of chronological understanding</u></p> <p>Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as “now it’s this... then it’s...”</p> | <p>Books:</p> <p>Topsy and Tim go camping What the ladybird heard at the seaside</p> <p>Links to further study:</p> <p>Reception – Sum 2 – The past Year 1 – Autumn 1 – Old and New Toys.</p> |
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Continuous provision plays a huge part in learning in Nursery. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having sand and water trays out to allow children to experience the seaside.

Direct links to the EYFS Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

- 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

ELG: The Natural World

Children at the expected level of development will:

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

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: The Natural World

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| Term: | Reception – Autumn 1 | Key Text(s): | The colour monster goes to school |
| Key Concepts: Chronological Understanding | <p>Changes all around me – my daily routine</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Know that our day is sequenced and things happen in a particular order 5. Talk about what has already happened and what will come next. 6. Use the language of before, this morning and after. <p>This unit exposes children to the concept of time. It allows children to recognise that our routine is structured and each event will take place after or before another event. For example, breakfast comes before lunch. Home time is after lunch. It will be built on the learning from Nursery where children will experience first and then vocabulary. Ultimately, children will begin to explore the past as they talk about things which have already happened in their day/ routine. This is the first step which will be built upon in Spring when children begin to explore life cycles and how animals and people change over time. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.</p> <p>End of Unit Outcome: Children can sequence key events throughout their day using the language of time.</p> | | |
| Prior Knowledge Requirements | | | |
| <u>Prior Knowledge Requirements</u> Know that we can sequence events using “first and next.” (Nursery Aut 1) | <u>Key Vocabulary for the unit</u> Before – time before the current event Then – at the specific time This morning – the time from sunrise until lunch. Yesterday - the day before today. First – the earliest event to happen After – in the time following Next – the event coming immediately after Later – an event coming later in the day Tomorrow – the day after today. | | |
| Composite – The Big Idea | | Components – Sequence of Learning | |

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| <p>Children know that their day is structured. They know that we follow a routine and events happen in a particular order. Children can sequence their day using the language of time.</p> | <ol style="list-style-type: none"> 1. Retrieval of previous learning – talk about how children have used “first and then” language in Nursery. Remind children how things will happen after an event e.g. first it’s topic then it’s snack. 2. Vocabulary – introduce new vocabulary. 3. Read a story - Read the story “The Colour Monster goes to school.” Talk about what happened in his day. What did he do first? What happened next? 4. Talk to the children about our daily routine. Talk to the children about the events in our day. 5. End of Unit Outcome – Sequence the daily routine cards with the children. Take photos for Tapestry. |
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| <p>Developing a sense of chronological understanding</p> <p>Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as “now it’s this... then it’s...” Children will also develop their understanding of vocabulary such as “last week, last month, yesterday, tomorrow, next week.”</p> | <p>Books:</p> <p>The colour monster goes to school</p> <p>Links to further study:</p> <p>Reception – Summer 1 – Grow with me – Lifecycles. Reception – Summer 2 – Journey through time – where have I been? Year 1 – Autumn 1 – Old and New Toys.</p> |

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having a visual timetable on display will help the children to see what has happened today and what will happen next.

Direct links to the EYFS Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

- 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

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: The Natural World

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| Term: | Reception – Summer 1 | Key Text(s): | The very hungry caterpillar One little frog |
| Key Concepts: Chronological Understanding | <p>Grow with me – Lifecycles</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Know that the time before now is called the past. 5. Know what a life cycle is. 6. Talk about how frogs and butterflies were tadpoles and caterpillars in the past. 7. Describe how they have changed over time from a baby to a child. <p>This unit exposes children to the concept of the past through the stories they have read. It allows children to talk about how insects change over time for example the frog was a tadpole in the past. Children will then apply their knowledge to their own life cycle and talk about how they were once a baby. It will be built on the learning from earlier in the year where children will have developed the language of time. Ultimately, children will begin to explore life cycles and how animals and people change over time. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.</p> <p>End of Unit Outcome: Children can talk about the past and what a life cycle is. They can talk about how frogs and butterflies change over time and relate it to their own life. Children know they were a baby in the past.</p> | | |
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| <p><u>Prior Knowledge Requirements</u></p> <p>Use the language of before, this morning and after. (Rec Aut 1)</p> <p>Knowledge of seasons and how they change.</p> | <p><u>Key Vocabulary for the unit</u></p> <p>Past – time which has gone by.</p> <p>Life cycle – how things change during their lifetime.</p> <p>Tadpole – the larva of an amphibian</p> <p>Frog – a tailless amphibian</p> <p>Caterpillar – the larva of a butterfly.</p> <p>Butterfly – an insect which eats nectar and has colourful wings.</p> <p>Baby – a very young child</p> <p>Child – a young human</p> | | |
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| <u>Composite – The Big Idea</u> | <u>Components – Sequence of Learning</u> | | |

Children know that their day is structured. They know that we follow a routine and events happen in a particular order. Children can sequence their day using the language of time.

6. Retrieval of previous learning – talk about the language of time. Talk about how things change. Draw upon their knowledge of the seasons and how they change e.g. Autumn – Spring.
7. Vocabulary – introduce new vocabulary.
8. Read a story - Read the story “The Very Hungry Caterpillar” and “One little frog.” Talk about the main events from the story and sequence them.
9. Teach the children about Life Cycles. Discuss what the frog was like in the past and what the caterpillar was like in the past.
10. Introduce the concept of a baby. Talk about how they changed over time and in the past they were babies. Bring in baby photos to share.
11. End of Unit Outcome – Talk about the life cycles of animals and themselves.

Developing a sense of chronological understanding

Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.

Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as “now it’s this... then it’s...” Children will also develop their

Books:

The very hungry caterpillar
One little frog

Links to further study:

Reception – Summer 2 – Journey through time – where have I been?
Year 1 – Autumn 1 – Old and New Toys.

understanding of vocabulary such as “last week, last month, yesterday, tomorrow, next week.”

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having life cycles and minibeasts out will allow children to develop their understanding of changes over time.

Direct links to the EYFS Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

- 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

ELG: The Natural World

Children at the expected level of development will:

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

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: The Natural World

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| Term: | Reception – Summer 2 | Key Text(s): | At the beach – postcards The Light House Keepers lunch. We all go travelling by The train ride |
| Key Concepts: Chronological Understanding | <p>Journeys through time – the past</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Recall places they have visited in the past. 5. Know that the time before now is called the past. <p>This unit exposes children to the concept of the past through the stories they have read. It allows children to talk about where they have been throughout the past year and draw upon their knowledge of the past. Ultimately, children will talk about places they have visited e.g. the panto at the theatre and holidays they have been on. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.</p> <p>End of Unit Outcome: Children can talk about the past and places they have visited.</p> | | |
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| <p><u>Prior Knowledge Requirements</u></p> <p>Use the language of before, this morning and after. (Rec Aut 1)</p> <p>Describe how they have changed over time from a baby to a child. (Rec Sum 1)</p> | <p><u>Key Vocabulary for the unit</u></p> <p>Past – time which has gone by.</p> <p>Before – time before the current event</p> <p>Then – at the specific time</p> <p>This morning – the time from sunrise until lunch.</p> <p>Yesterday - the day before today.</p> <p>First – the earliest event to happen</p> <p>After – in the time following</p> <p>Next – the event coming immediately after</p> <p>Later – an event coming later in the day</p> <p>Tomorrow – the day after today.</p> | | |

Composite – The Big Idea

Summer is the season where lots of people have holidays! Our summer holidays often take us to new places which can be similar to where we live or very different! When we travel on holiday we can travel in lots of different ways.

Components – Sequence of Learning

7. Retrieval of previous learning – talk about the language of time. Talk about how things change. Draw upon their knowledge of the seasons and how they change e.g. Autumn – Spring.
8. Vocabulary – introduce new vocabulary.
9. Read a story - Read the story “At the beach postcards.” Talk about the places people have been to in the story. Recall the key events and sequence the story.
10. Read a story – Read the story “The light house keepers lunch.” Talk about light houses and how they were used to give boats light in the sea. Discuss how things have changed over time. These are not seen as often.
11. Discuss places the children have visited or holidays they have been on.
12. End of Unit Outcome – Talk about places they have visited over the last year.

Developing a sense of chronological understanding

Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.

Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar

Books:

At the beach – postcards
The Light House Keepers lunch.
We all go travelling by
The train ride

Links to further study:

Year 1 – Autumn 1 – Old and New Toys.

language such as “now it’s this... then it’s...” Children will also develop their understanding of vocabulary such as “last week, last month, yesterday, tomorrow, next week.”

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having an airport in the classroom will allow children to talk about their holidays and where they have been.

Direct links to the EYFS Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

- 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

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

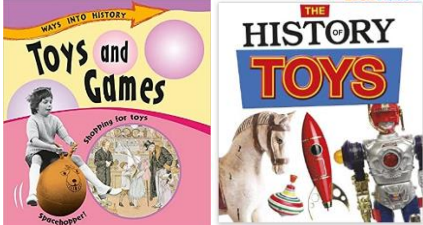
ELG: Listening, attention and understanding.



ELG: Speaking

ELG: Comprehension


ELG: The Natural World




- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



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| Term: | Y1 – Autumn 1 | Key Text(s): |  |
| Key Concepts: Chronological Understanding | <h2 style="text-align: center;">Old & New Toys and Games</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand how the appearance of toys has changed since Victorian times 2. Understand how games have changed over time <p>This unit studies the changes in toys over time. It looks at how toys have improved people’s lives throughout history. It will teach children how the materials used to make toys have changed over time. This unit looks at games and sporting competitions and have these have changed over time.</p> <p>The unit will move through different periods of time from wooden toys in the Victorian times to today’s technology and digital era. It will be built on ‘past & present’ knowledge from Reception and embed this vocabulary and understanding. There will be links to the Victorian era which is taught in Year 2 and it will support the teaching of Samuel Crompton – a local study – in Year 3. Children will use the knowledge learnt in this unit to have a better understanding of developments in technology and competitions in Ancient Egypt (Year 3), Ancient Greece (Year 4) and the Romans (Year 4).</p> <p>End of Unit Outcome: How have toys and games changed over time?</p> | | |
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| <u>Prior Knowledge Requirements</u> Know that the time before now is called the past (Reception). Know the meaning of ‘past and present’. Know how to play with toys. | <u>Key Vocabulary for the unit</u> Victorian: The time of Queen Victoria’s reign. 1837-1901. Modern: Things made now or recently. The past: Objects and things that happened before now. Similar: having qualities in common. Different: partly or completely unlike. | | |




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| Comment on images of familiar situations in the past. | | | |
| <u>Composite – The Big Idea</u> | | <u>Components – Sequence of Learning</u> | |
| Children have always played with toys, whether they were born a long time ago or earlier this year. Toys and games have changed over the years in the way they looked and what they were made from. | | <ol style="list-style-type: none"> 1. Retrieval of previous learning – see above Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. What are our toys and games like today? 4. What were our toys like 5 years ago? 5. What were our parents and grandparents’ toys like and how do we know? 6. What toys and games did the Victorians play with? 7. What is the same/ different about the toys and games we have looked at? 8. End of Unit Outcome – verbal or recorded on Seesaw. LBQ Question Set | |
| <u>NC Objectives</u> | <u>Chronological Knowledge</u> | <u>Substantive Knowledge</u> | <u>Disciplinary Knowledge</u> |
| <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> | <p>Know how to put 3 events / objects in the correct order they happened / were made.</p> <p>Know how to use terms like before / after old/new correctly.</p> <p>Understand how to read a simple timeline.</p> <p>Add an event onto a timeline.</p> <p>Place events/ periods/ people in chronological order from furthest in the past to the most recent.</p> <p><i>Practise Sequencing</i> <i>Introduce Scale</i> <i>Introduce Interval</i> <i>Introduce Duration</i></p> | <p>Know modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with. Many toys are electronic. Know the games played on the playground (new equipment, sports, tig etc).</p> <p>Place these toys on a timeline.</p> <p>Know that 5 years ago we were 1. Know that the toys we played with when we were 1 are different to the toys we play with now. Place this toy on our timeline.</p> <p>Compare life for their parents/ grandparents to life today and explain their preference e.g. letters vs text. Know toys have changed from our grandparents’ childhoods. Know toy design has changed since our grandparents’ childhoods. Know toys made in the past can be made of different materials. Understand that technology is the main difference between old and new objects. Place a toy from this lesson on the timeline.</p> | <p>Similarity & difference – Know some things which have changed / stayed the same.</p>  <p>Evidence & interpretation</p>  <p><u>Historical Sources</u> Look at artefacts from the past and use them to try and ask and answer questions about the past.</p> <p>Know what a number of older objects were used for and organise these artefacts by age.</p> |

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| | <p><i>See Progression In Chronology Document</i></p> | <p>Know in Victorian times, toys were mainly made of wood, paper and metal. Know that there was a difference between rich and poor children's toys. Know the games Victorian children played outside. Discuss similarities and differences between then and now. Place a toy/ game on the timeline- discuss where you would put it.</p> <p>Know toys have existed for thousands of years, made out of materials that were available at the time. Know how to use clues to decide whether they think a toy is old/ new. Know how to discuss what is similar/ different. Know worn toys may be new and well-loved. Know old toys may look new because they have been treasured.</p> | <p>Know how to ask and answer questions about old and new objects.</p> <p>Know how to spot old and new things in a picture.</p> |
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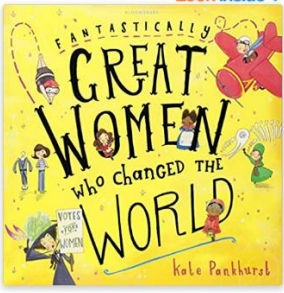

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| Term: | Y1 – Spring 1 | Key Text(s): | |
| <p>Key Concepts: community & culture – inspiration, settlement</p>  | <h2 style="text-align: center;">History of Bolton</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand that local people in the past have contributed to how we live today. 2. Recognise difference and similarities from the past. <p>This unit studies local significant people (men) from the past who have contributed to national and international achievements. The unit will move through different significant individuals who have had an impact on our history. This unit will focus on the Lord Leverhulme and what he has contributed to the Breightmet & Bolton we live in today. It will be built on ‘past & present’ knowledge from Reception and embed this vocabulary and understanding, including building on their knowledge of chronology. There will be links to the Victorian era which is taught in Year 2 and it will support the teaching of Samuel Crompton – a local study – in Year 3. Children will use the knowledge learnt in this unit to have a better understanding of developments in democracy in Ancient Egypt (Year 3), Ancient Greece (Year 4), Romans (Year 4), and Anglo Saxons (Year 5).</p> <p>End of Unit Outcome: How has Lord Leverhulme been significant in the history of Bolton?</p> | | |
| Prior Knowledge Requirements | | | |
| <p>Know that history is the study of the past, in particular the changes over time that have occurred within human society (Year 1 – Toys).</p> <p>Know where Bolton is – Geography.</p> | <p>Key Vocabulary for the unit</p> <p>Decade: A period of 10 years</p> <p>Welfare: A state of health, happiness, and good fortune</p> <p>Slum: A crowded, run-down area of a city where poor people live</p> <p>Lord Leverhulme: He built Britain’s largest company ‘Lever Brothers’.</p> <p>Lever Brothers: A <i>British manufacturing company founded in 1885 by two brothers.</i></p> <p>Legacy: Long lasting impact</p> | | |
| Composite – The Big Idea | | | |
| <p>Little Lever is where Red Lane is located. It is a popular villages which has grown over the last 100 years.</p> <p>Lord Leverhulme (William Hesketh Lever) built Britain’s largest company. He invented soap</p> | <p style="text-align: center;">Components – Sequence of Learning</p> <ol style="list-style-type: none"> 1. Retrieval of previous learning – see above Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. How has Red Lane changed since it was built? 4. How has Little Lever changed in last 100 years? – 5. Who is Lord Leverhulme? 6. What is Lord Leverhulme’s legacy? | | |



| using palm oil. He became the Mayor of Bolton in 1918. | 7. End of Unit Outcome. LBQ Question Set | | |
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| NC Objectives | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
| <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Significant historical events, people and places in their own locality.</i></p> | <p>Know how to put 3 events / objects in the correct order they happened / were made.</p> <p>Know how to use terms like before / after old/new correctly.</p> <p>Place events/ periods/ people in chronological order from furthest in the past to the most recent.</p> <p>1851 William Hesketh Lever was born.</p> <p>1885 William and his brother James enter the soap business.</p> <p>1895 Sunlight soap on sale across the world.</p> <p>1905 Rivington Terraced Gardens begin to be developed.</p> <p>1918 Lord Leverhulme becomes Mayor of Bolton.</p> <p>1925 Lord Leverhulme dies.</p> <p><i>Practise Sequencing</i> <i>Introduce Scale</i> <i>Introduce Interval</i> <i>Introduce Duration</i> <i>See Progression In Chronology Document</i></p> | <p>Know that Red Lane Primary School was built in 1973.</p> <p>Know that some parents and grandparents in the class went to Red Lane Primary School</p> <p>Know how it has changed since it opened – buildings, playground and classroom changes.</p> <p>Know that Little Lever had a big chemical factory</p> <p>Know that Little Lever has a working canal to transport goods.</p> <p>Know that an accident in 1936 closed the canal</p> <p>Know that Little Lever hosted an annual carnival which was very popular.</p> <p>Know William Hesketh Lever was born in Bolton in 1851 and died in 1925.</p> <p>Know he built Britain’s largest company ‘Lever Brothers’.</p> <p>Know In 1899 he purchased Hall i’ th’ Wood. He paid for the renovations of the building and presented the Hall to Bolton. The museum was opened as a memorial to him.</p> <p>Know the title ‘Lord Leverhulme’ was given Lever in 1917 (‘Hulme’ being the maiden name of his wife, Elizabeth, who had died four years previously).</p> <p>Know In 1918 he became the Mayor of Bolton.</p> <p>Know Lord Lever built the Rivington Terraced gardens as a location for the public to visit and enjoy.</p> <p>Know how Lord Leverhulme has had a positive impact on Bolton.</p> <p>Know he invented soap using palm oil, and glycerine rather than tallow.</p> | <p>Significance – Know the name of a significant person and explain why they are famous.</p>  <p>Change & continuity – how has Little Lever changed?</p>  <p>Evidence & interpretation</p>  <p><u>Historical Enquiry</u> Use information to describe similarities and differences between the past and now.</p> <p>Identify different ways to represent the past e.g. photos, stories, videos and adults talking about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable.</p> <p>Sequence events in the life of a key historical figure, explaining the order of events and what happened.</p> |

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| Term: | Y1 – Summer 1 | Key Text(s): |  |
| <p>Key Concepts: hierarchy & power – monarchy, empire.</p>  | <h2 style="text-align: center;">Significant People – Queen Elizabeth II</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand that people in the past have contributed to how we live today. 2. Recognise difference and similarities from the past. <p>This unit studies significant people (women) from the past who have contributed to national and international achievements.</p> <p>The unit will move through different significant individuals who have had an impact on our history. This unit will focus on the Queen and what she has contributed to the world we live in today.</p> <p>It will be built on ‘past & present’ knowledge from Reception and embed this vocabulary and understanding, including building on their knowledge of chronology. There will be links to the Victorian era which is taught in Year 2 and it will support the teaching of Samuel Crompton – a local study – in Year 3. Children will use the knowledge learnt in this unit to have a better understanding of developments in democracy in Ancient Egypt (Year 3), Romans (Year 4), Ancient Greece (Year 4) and Anglo Saxons (Year 5).</p> <p>End of Unit Outcome: How has the Queen been significant in history?</p> | | |
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| <p><u>Prior Knowledge Requirements</u> Know that history is the study of the past, in particular the changes over time that have occurred within human society (Year 1 – Toys and the Queen).</p> | <p><u>Key Vocabulary for the unit</u></p> <p>Monarch: The King or Queen of a country. Palace: A very large house that is home to the King or Queen. Landmark: An important and well-known building. Coronation: The ceremony at which the King or Queen is crowned. Artefact: An object to help you learn about the past. Govern: To be in charge of a place. Archbishop: An important person in the Christian Church</p> | | |

| Composite – The Big Idea | | Components – Sequence of Learning | |
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| <p>Elizabeth II was Queen of the United Kingdom and other Commonwealth realms from 6 February 1952 until her death in 2022. She was the longest serving monarch ever.</p> | | <ol style="list-style-type: none"> 1. Retrieval of previous learning – see above Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. Who is Queen Elizabeth II? – Fact file 4. What is a monarch? 5. Who is the Prime Minister? – Link to British Value of democracy. 6. What are the Crown Jewels? 7. What is Buckingham Palace? 8. What is a coronation? - use sources to explore a coronation. Compare Queen Elizabeth and King Charles Coronation. Start to validate sources. 9. End of Unit Outcome. LBQ Question Set | |
| NC Objectives | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
| <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>Significant historical events, people and places in their own locality.</i></p> | <p>Know how to put 3 events / objects in the correct order they happened / were made.</p> <p>Place events/ periods/ people in chronological order from furthest in the past to the most recent.</p> <p>Know how to use terms like before / after old/new correctly.</p> <p>Use phrases such as: before, after, past, present, then, old, new and long time ago.</p> <p>Sequence events in the life of a key historical figure (Queen Elizabeth II), explaining the order of events and what happened.</p> | <p>Know that Her Majesty Queen Elizabeth II had been on the throne for more than 60 years. Know that she is the longest reigning British monarch (monarch means 'king or queen').</p> <p>Know that for over 1500 years kings and queens have reigned in Great Britain. Know that the word reign means 'the time during which a monarch is on the throne'.</p> <p>Know that the British throne is passed down through family lines so most of these kings and queens were ancestors of our current queen, Elizabeth II. Elizabeth II is called the Head of State. The head of state is the highest representative of a country. The laws of Great Britain are made by Parliament, which represents the people of the nation.</p> <p>In England we have a Prime Minister who is voted for by the people. The Queen then allows them to make decisions and rules for the country. Our current Prime Minister is called <u>(INSERT AS CHANGES REGULARLY)</u>. He is a member of the (INSERT) political party.</p> | <p>Significance – Know the significance of Queen Elizabeth in British History and her impact on life today.</p>  <p>Cause and Consequence - Know about the cause of a coronation.</p>  <p>Evidence & interpretation</p>  <p><u>Historical Sources</u> Look at artefacts from the past and use them to try and ask and answer questions about the past.</p> |

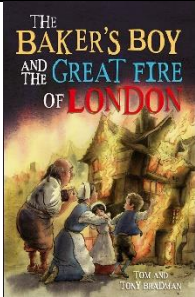

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| | <p><i>Practise Sequencing</i> <i>Introduce Scale</i> <i>Introduce Interval</i> <i>Introduce Duration</i> <i>See Progression In Chronology Document</i></p> | <p>The Prime Minister lives at 10 Downing Street in London. Every person who is 18 or over gets to vote in an election to choose the Prime Minister.</p> <p>Know that the crown jewels are a collection of royal ceremonial objects such as crowns, sceptres and orbs. Know that the crown jewels are symbols of the British monarchy and are used for traditional ceremonies including coronations. Know that since the 14th century, the crown jewels have been kept at the Tower of London where they are guarded by the Beefeaters. Know that every year millions of visitors see the Crown jewels on public display. Know that the Tower of London is famously guarded by ravens. Know that a raven is a large black bird.</p> <p>Know that the Queen's official London residence is Buckingham Palace. <i>Know that London is the capital city of England.</i> Know that The Royal Standard flag flies from the top of the palace when the queen is at home. Know that Buckingham palace is the setting for many displays of royal pageantry such as the Changing of the guard and Trooping the Colour parade. Know that 'trooping the colour' marks the Queen's official birthday in June. (Note that the Queen has two birthdays - her real birthday on 21st April and her official one in June). Watch video clip - https://www.youtube.com/watch?v=TuUcjzYgnn8&t=142s</p> <p>Know that a coronation is the ceremony at which a king or queen is crowned. Know that when Elizabeth II died in 2022 her son Charles was next in line to inherit the throne. Know that he was officially crowned King in 2023. Know that this took place at Westminster Abbey in London. Know the next 2 people who will become King or Queen.</p> | <p><u>Historical Enquiry</u> Begin to appreciate the validity of sources e.g. memories might not always be reliable.</p> <p>Sequence events in the life of a key historical figure, explaining the order of events and what happened.</p> |
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| Term: | Y2 – Autumn 1 | Key Text(s): |   |
| <p>Key Concepts: hierarchy & power – equality, democracy</p>  | <p>Rosa Parks and other Significant People</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand inspirational people have had a huge impact on society today. 2. Understand that Rosa Parks has a positive influence on society today because she stood up for discrimination and she changed people’s views on racism. <p>This unit studies Rosa Parks and other significant people from different periods of history past who have contributed to national and international achievements.</p> <p>The unit will move through different significant individuals who have had an impact on our history. This unit will focus on Rosa Parks and other significant people who have changed history: Emily Davison, Nelson Mandela, Emily Pankhurst and Florence Nightingale. It will build on ‘Significant People’ knowledge from Year 1 and embed this vocabulary and understanding, including building on their knowledge of rights and equality. Children will use the knowledge learnt in this unit to have a better understanding of developments in discrimination and legacy in Ancient Egypt (Year 3), Romans (Year 4), Ancient Greece (Year 4) and World War 2 (Year 6).</p> <p>End of Unit Outcome: To explain how these significant people have had an impact on our society today.</p> | | |
| <p><u>Prior Knowledge Requirements</u></p> <p>Know that history is the study of the past, in particular the changes over time that have occurred within human society (Year 1 – Toys and the Queen).</p> | <p><u>Key Vocabulary for the unit</u></p> <p>Right: Something that you are entitled to. Suffragette: A woman seeking the right to vote through an organised protest .E.g. Emily Davison. Campaign: An organised plan to achieve a goal. Segregation: Enforced separation of different groups of people. Race: A group of people who share the same culture. Protest: Expressing that you not agree with something.</p> | | |

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| <p>Know that a historical source can provide evidence relating to the events of the past (Year 1 – Toys and the Queen).</p> <p>Know what ‘rights’ and ‘equality’ is.</p> | | | | |
| <p><u>Composite – The Big Idea</u></p> <p>Significant people have had a huge impact on society today.</p> <p>Rosa Parks has a positive influence on society today because she stood up for discrimination and she changed people’s views on racism.</p> | | <p><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. What does discrimination and democracy mean? 4. Who was Rosa Parks? 5. Why was what Rosa Parks did so brave? 6. What is a suffragette? 7. Who was Emily Davison? 8. Why is Emily Davison still remembered today? 9. End of Unit Outcome. LBQ Question Set | | |
| <p><u>NC Objectives</u></p> <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>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.</i></p> | | <p><u>Chronological Knowledge</u></p> <p>Know how to put 5 events / objects in the correct order they happened / were made.</p> <p>Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago</p> <p>Use the words past and presently to discuss accurately.</p> <p>Sequence key dates within Rosa Park’s life.</p> | <p><u>Substantive Knowledge</u></p> <p>Know discrimination means treating some people differently from others.</p> <p>Know democracy means allowing citizens to make their own decisions for their own personal lives.</p> <p>Know Rosa Parks risked her life to improve the lives of African Americans.</p> <p>Know that Rosa Parks believed it was wrong that people like her did not have the same rights as white Americans. Life for African Americans was very different when Rosa was growing up. In the Southern United States, they were not allowed to go to the same schools or restaurants as white people. This was called segregation - separating groups of people according to their race, gender or religion.</p> | <p><u>Disciplinary Knowledge</u></p> <p>Significance – What influence did Rosa Parks have on society?</p>  <p>Evidence & interpretation</p>  <p><u>Historical Sources</u> Use artefacts to ask questions about the past (who, what, why, where, when).</p> |

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| | <p>Place events/ periods/ people in chronological order from furthest in the past to the most recent.</p> <p>Know that the scale on the timeline shows when things happened and how long they lasted.</p> <p><i>Practise Sequencing</i> <i>Introduce Scale</i> <i>Introduce Interval</i> <i>Introduce Duration</i> See Progression In Chronology Document</p> | <p>In the face of such racism, Rosa decided to make a stand for what was right. Together with her husband Raymond, she joined the National Association for the Advancement of Coloured People (NAACP), working towards putting an end to discrimination and segregation. But it was on the 1 December 1955 that Rosa truly sparked change. After a long day at work, Rosa boarded the bus home and took a seat. At that time in Montgomery, seats at the front of buses were reserved for white passengers, and the seats at the back for black passengers. The bus quickly filled up and when a white man boarded, the driver told the African American passengers to give up their seats for him. Whilst the other black passengers obeyed, Rosa did not. The result? Rosa was arrested by the police and fined for breaking segregation laws! But Rosa refused to pay, and argued that it was the law that was wrong, not her behaviour.</p> <p>The Suffragettes were a women's suffrage movement in Britain, aiming to achieve 'Votes For Women', or to enable women to vote. The word 'suffrage' means having the right to vote in political elections. The Suffragettes campaigned for women to have this right. They changed history – Know that children and women have rights today and how these rights have changed from the past.</p> <p>Emily Davison was born in 1872 in London, England. Know that she wanted to improve the lives of women and fought so that they would be treated the same as men. She often broke the law and put her life in danger for what she believed in. Know life for women during Davison's lifetime was very different from today. Men had more rights than women, including the right to vote in elections. (Rights are the things that everyone is entitled to do or have. e.g. the right to be safe, the right to a good education.) Know that Emily Davison and other suffragettes thought this was wrong. A suffragette was a woman who was involved in the campaign for women to have the right to vote. A campaign is a planned set of activities that people carry out over a period of time in order to achieve change.</p> <p>Emily Davison became a suffragette. Many suffragettes believed in breaking the law to win more rights for women. Know that Davison even used violence and many suffragettes disagreed with her extreme ideas.</p> | <p>Know what artefacts in the past may have been used for.</p> <p>Use a wide range of information to answer questions about the past.</p> <p><u>Historical Enquiry</u> Use various tools to research such as books and the internet to find information about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation.</p> <p>Understand the difference between primary and secondary sources.</p> |
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| | | <p>Some suffragettes set fire to the houses of important people in government and even planted bombs.</p> <p>In 1911, Emily Davison hid inside the Houses of Parliament. Women could not become Members of Parliament (someone who is elected to sit in parliament and helps to make laws) until 1918.</p> <p>From 1918, women over 30 began to be able to vote.</p> <p>In 1928, women had the same voting rights as men. Suffragettes risked being arrested to draw attention to their beliefs. Davison was sent to prison several times because of her protests, along with other suffragettes. Many people did not agree with the way that the Suffragettes used violence to change the law. The Suffragettes helped to make society more equal for women.</p> <p>Understand other inspirational people have had a huge impact on society today.</p> | |
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| Term: | Y2 – Spring 1 | Key Text(s): |  |
| Key Concepts: conflict & disaster - fire  | <h2 data-bbox="427 504 837 544">Great Fire of London</h2> <p data-bbox="427 560 842 584">The aim of this unit is for pupils to:</p> <ol data-bbox="427 595 1435 655" style="list-style-type: none"> <li data-bbox="427 595 1308 619">1. To understand that a number of events led to the Great Fire of London. <li data-bbox="427 630 1435 655">2. To acknowledge that The Great Fire of London was a huge event in British History. <p data-bbox="427 703 2029 871">Pupils will have some prior knowledge about London through the unit they learn on the Queen. The knowledge acquired in this unit will help pupils when studying the unit on London in Year 5 specifically with reference to London landmarks such as St Paul’s Cathedral and the River Thames. Historical thinking is developed through understanding the events that led up to the fire and the changes that were a direct consequence of the fire. Children will be able to correlate a link between the Great Fire of Rome studied within the Romans unit (year 4).</p> <p data-bbox="427 919 1906 979">The unit will build on the topics in Year 1 and embed this vocabulary and understanding, of chronology. Children will use the knowledge learnt in this unit to have a better understanding of developments in history and chronology.</p> <p data-bbox="427 1027 1514 1053">End of Unit Outcome: Why was ‘The Great Fire of London’ so significant to British History?</p> | | |
| <p data-bbox="203 1102 584 1126"><u>Prior Knowledge Requirements</u></p> <p data-bbox="203 1137 748 1270">Know that history is the study of the past, in particular the changes over time that have occurred within human society (Year 1 – Toys and Queen).</p> | <p data-bbox="804 1102 1144 1126"><u>Key Vocabulary for the unit</u></p> <p data-bbox="804 1137 1357 1161">Bakery: A shop where bread is made and sold.</p> <p data-bbox="804 1173 1581 1197">River Thames: The river that runs through the middle of London.</p> <p data-bbox="804 1208 1391 1232">Firefighter: People who put out fires as their job.</p> <p data-bbox="804 1243 1666 1267">Rebuilt: Building something again after it has been broken or destroyed.</p> <p data-bbox="804 1278 1995 1339">St Paul’s Cathedral: A very large church in London. St Paul’s Cathedral was rebuilt by Sir Christopher Wren after the fire.</p> <p data-bbox="804 1350 1895 1374">Tower of London: The Tower of London is one of the city's most popular tourist attractions.</p> | | |

Know that a historical source can provide evidence relating to the events of the past (Year 1 – Toys and Queen).

Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past.

Know that London is the capital city of England and of the UK (retrieval from Geography).

Know that country is a group of people who are governed by a shared government (retrieval from Geography).

Composite – The Big Idea

The Great Fire of London is a significant event in our country's history and happened in our capital city. Due to events leading up to the fire, many changes have taken place to keep people safe.

Components – Sequence of Learning




1. Retrieval of previous learning.
Introduce and explore knowledge organiser
Teach new Vocabulary.
2. Introduction of unit in bigger picture of History along with timeline.
Chronological Knowledge – timeline lesson
3. Where is London?
4. What were the events that led up to 'The Great Fire of London'?
5. Why did the fire spread so quickly and how far did it spread?
6. Who was Samuel Pepys?
7. How did the people of London put out the fire?
8. What happened after the fire was put out?
9. End of Unit Outcome.
LBQ Question Set

NC Objectives

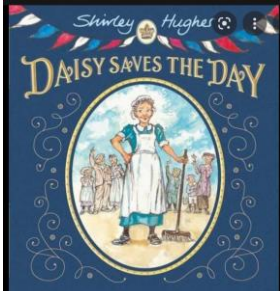
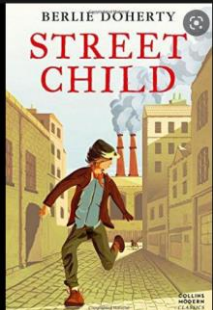
Chronological Knowledge


Substantive Knowledge

Disciplinary Knowledge

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| <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>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.</i></p> | <p>Know how to put 5 events / objects in the correct order they happened / were made.</p> <p>Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago</p> <p>Use the words 'past' and 'present' accurately.</p> <p>Sequence key events of the Great Fire of London.</p> <p><i>Practise Sequencing</i> <i>Introduce Scale</i> <i>Introduce Interval</i> <i>Introduce Duration</i> <i>See Progression In Chronology Document</i></p> | <p>Know that the Great Fire of London occurred in 1666. Know the location of London on a map of the UK.</p> <p>Know that the previous summer had been very hot and there had been very little rain. This meant that the buildings would catch fire easily. Know that people used fire to cook and for light. Know that Thomas Farriner's bakery in Pudding Lane was the source of the fire as the oven fire was still burning overnight. Know that the Great Fire of London started on 2nd September 1666.</p> <p>Know that buildings were mostly made from wood, straw and pitch. Know that pitch is a tar like substance that protects the wood from water damage. Know that the buildings were very close together. Know that there was a strong wind, which helped the fire to spread. Know that the fire went on for four days.</p> <p>Know that Samuel Pepys was a man living in London at the time. Know that he wrote a diary describing the fire. Know that this is one of the most important sources of information about the fire. Know that we often learn about the past from things people wrote at the time including diaries.</p> <p>Know that they tried to stop the fire by pulling down houses (called a firebreak). Know that people tried to put out the fire with simple fire fighting equipment including buckets of water but the fire was too strong. Know that the River Thames stopped the fire spreading to the South. Know that the fire destroyed many homes and St Paul's Cathedral. Know what a cathedral is and know what St Paul's Cathedral looks like now.</p> <p>Know that the monarch at the time was called King Charles II. Know that after the fire, he wanted to rebuild London and improve it with wide streets, beautiful parks and no overcrowding. Know that in 1668 new rules were put in place that said that buildings had to be made of stone and brick to stop a similar fire happening again. Know that after the fire, the London Fire Brigade was set up to stop this happening again.</p> | <p>Significance - Why was 'The Great Fire of London' so significant to British History?</p>  <p>Cause and Consequence - Know about the cause of the fire..</p>  <p>Evidence & interpretation</p>  <p><u>Historical Sources</u> Use artefacts to ask questions about the past (who, what, why, where, when).</p> <p>Know what artefacts in the past may have been used for.</p> <p>Use a wide range of information to answer questions about the past.</p> <p><u>Historical Enquiry</u> Use various tools to research such as books and the internet to find information about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation.</p> <p>Understand the difference between primary and secondary sources.</p> |
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| | Know that a monument was built to remember what happened and the people who died. Know that a monument is something that is built to remember an important event. Know the rhyme 'London's Burning' by heart. |
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| Term: | Y2 – Summer 1 | Key Text(s): |   |
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| <p>Key Concepts: hierarchy & power - monarchy, parliament, poverty</p>  | <h2>Victorians</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the period of Queen Victoria's reign (1837 – 1901) was marked by sweeping progress and creativity, however also alongside great levels of poverty. 2. Understand that it was the time of the world's first Industrial Revolution, political improvement and social change. <p>This unit studies the Victorian era identifying it as a turning point in our own history when many changes began to be made. Significant changes were made that still impact on our lives and our society today: industrial, political, social and education.</p> <p>The unit will look at different aspects of the Victorian era such as the difference between rich and poor Victorians, children during this time period and industrialisation. It will build on the topics in Year 1 and embed this vocabulary and understanding, of chronology. Children will use the knowledge learnt in this unit to have a better understanding of developments in democracy, industrialisation, technology and wealth in Ancient Egypt and Samuel Crompton (Year 3), Romans and Ancient Greece (Year 4), Anglo-Saxons (Year 5) and World War 2 (Year 6).</p> <p>End of Unit Outcome: How has this significant period of history impacted on our life today?</p> |
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| Prior Knowledge Requirements | Key Vocabulary for the unit |
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| <p>Understand that Chronology is putting things in order of when they happened (Year 1 – Queen).</p> <p>Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval) Know that a historical source can provide evidence relating to the events of the past (Year 1 – Toys and Queen).</p> <p>Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past.</p> | <p>Victorian: The time of Queen Victoria's reign: 1837 – 1901</p> <p>Workhouse: Was the home to many orphaned or sick children. It was also home to poor people without a job.</p> <p>Poverty: Being extremely poor</p> <p>British Empire: The land controlled by Britain</p> <p>Mangle: Two heavy rollers that squeeze the water out of wet clothes</p> <p>Washboard: A metal tool for handwashing clothes</p> |
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| <p style="text-align: center;"><u>Composite – The Big Idea</u></p> <p>The period of Queen Victoria's reign, from 1837 until her death in 1901 was marked by sweeping progress and creativity. It was the time of the world's first Industrial Revolution, political reform and social change, Charles Dickens and Charles Darwin, a railway boom and the first telephone and telegraph.</p> | <p style="text-align: center;"><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. Who were the Victorians? 4. What is parliament? 5. What impact has Queen Victoria on life today? 6. What was life like for children in Victorian Britain? 7. What was the Industrial Revolution? 8. How has life changed since the Victorians? 9. End of Unit Outcome. LBQ Question Set |
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| <i>NC Objectives</i> | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
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| <i>Gain and deploy a historically grounded understanding of abstract terms such as 'empire',</i> | Know how to put 5 events / objects in the correct order they happened / were made. | The time when Queen Victoria reigned is called the Victorian era or Victorian age . She was queen from 1837 to 1901 , and a lot of things happened in Britain during that time. | Evidence & interpretation – How do we know about the Victorians? What evidence do we have? |

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| <p><i>'civilisation', 'parliament' and 'peasantry'.</i></p> <p><i>Events beyond living memory that are significant nationally or globally. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> | <p>Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago</p> <p>Sequence key events during the Victorian period in chronological order.</p> <p><i>Practise Sequencing</i> <i>Introduce Scale</i> <i>Introduce Interval</i> <i>Introduce Duration</i> <i>See Progression In Chronology Document</i></p> | <p>During the 64 years that Queen Victoria was on the throne, Britain was also going through the Industrial Revolution. Machines for factories were invented that could make things quickly, like textiles – so, there were more textiles around to sell, and more people who wanted to buy them. With the invention of the steam train, the textiles could get to places further away than before. Life in the Victorian era changed very quickly for a lot of people, and cities became busier and more crowded.</p> <p>Parliament is a group of people who make the laws in the government of the United Kingdom (Great Britain). The government leader, called the prime minister, is always a member of Parliament.</p> <p>Whilst Victoria was Queen there was a tremendous change in the lives of British people: Britain became the most powerful country in the world, with the largest empire that had ever existed, ruling a quarter of the world's population. The number of people living in Britain more than doubled, causing a huge demand for food, clothes and housing. Factories and machines were built to meet this demand and new towns grew up, changing the landscape and the ways people lived and worked. Railways, originally built to transport goods which meant people could travel across the country. Queen Victoria is one of the most famous Queens in history. The Victorians were named after the Queen at that time – Queen Victoria.</p> <p>At the beginning of the Victorian Period children often had to work. Only children from rich families went to school. Most people thought work was good for children and poor families relied on children working. Employers liked to employ children because they were cheap. Many children started work at the age of 5. Children also worked from home, doing jobs such as washing, sewing, sticking labels on bottles or making brushes. Children also worked on city streets, selling things such as flowers, matches and ribbons. Crossing boys swept the roads clean of horse-dung left by the horses that pulled carts and carriages.</p> |  <p>Similarity & difference - Know some things which have changed / stayed the same</p>  <p>Evidence & interpretation</p>  <p><u>Historical Sources</u> Use artefacts to ask questions about the past (who, what, why, where, when).</p> <p>Know what artefacts in the past may have been used for.</p> <p>Use a wide range of information to answer questions about the past.</p> <p><u>Historical Enquiry</u> Use various tools to research such as books and the internet to find information about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation.</p> <p>Understand the difference between primary and secondary sources.</p> |
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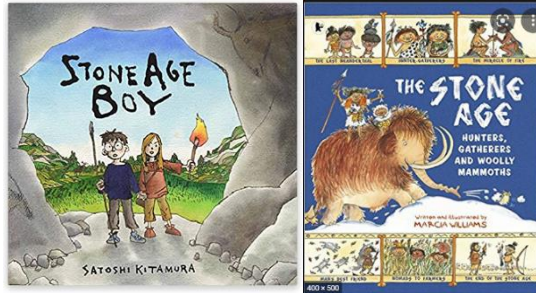


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| | | <p>Lord Shaftesbury fought for laws to be passed to protect working children.</p> <p>The Industrial Revolution began in the late 1700s, when machines were invented to make products more easily. The full effects of this revolution only started to be seen during Victoria's reign. Steam-powered machinery meant that factories could produce items more quickly and efficiently than ever before. In particular, Britain became the world leader in iron and steel production. The country grew wealthy through international trade.</p> | |
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| Term: | Y3 – Autumn 1 | Key Text(s): | Local Study |
| <p>Key Concepts: exploration & invention - (discovery, progress, tools)</p>  <p>community & culture – inspiration</p>  | <h2 style="text-align: center;">Samuel Crompton – Local Study</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that Bolton has a famous place in the history of the Industrial Revolution. 2. Understand that the spinning and weaving of cotton was a vital element in Bolton's wealth in the past. Samuel Crompton invention revolutionised the industry. <p>This unit is our local study into the history of Bolton and its links with the Industrial revolution. This unit builds on the knowledge the children already have on the Industrial Revolution from their Victorians topic (Year 2). Children will expand on their knowledge of the Industrial Revolution focusing on the role of Bolton and Manchester looking at Samuel Crompton’s inventions (trip to Hall I’ th’ Wood) and Richard Arkwright inventions.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of Industrialisation from Famous People (Year 1) and Victorians (year 2); technology from Toys (Year 1), Victorians (Year 2) and Stone Age (year 3) and will continue developing this in Romans (Year 4) and Ancient Greeks (Year 4). This unit will also support them in having a better understanding of developments in legacy in Ancient Egypt (Year 3), Romans (Year 4) and WW2 (Year 6).</p> <p>End of Unit Outcome: What part did Bolton play in the Industrial Revolution?</p> | | |
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| <p><u>Prior Knowledge Requirements</u></p> <p>Know what Industrial Revolution is (Year 2 - Victorians).</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Know that we live in Bolton and Samuel Crompton also lived here.</p> | <p><u>Key Vocabulary for the unit</u></p> <p>Mill town: a settlement that developed around one or more mills or factories, usually cotton mills or factories producing textiles.</p> <p>Boomtown: a community that undergoes sudden and rapid population and economic growth, or that is started from scratch.</p> <p>Luddite: early 19th century English workmen destroying laboursaving machinery as a protest; now used to refer to someone who is opposed to change, especially technological.</p> <p>Industrial Revolution: The development of new machinery and technology in the nineteenth century, which caused major changes in the way of life of the people in Britain.</p> <p>Cotton mill: a building housing spinning or weaving machinery for the production of yarn or cloth from cotton.</p> | | |

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| | | <p>Ancestor: Your ancestors are the people from whom you are descended – family from long ago.</p> <p>Mule: A type of spinning machine, used to make raw cotton into threads.</p> | |
| <u>Composite – The Big Idea</u> | | <u>Components – Sequence of Learning</u> | |
| <p>Bolton has a famous place in the history of the Industrial Revolution. The spinning and weaving of cotton was a vital element in Bolton's wealth in the past. Samuel Crompton invention revolutionised the industry.</p> | | <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. What was the Industrial Revolution? 4. How has life changed since the Industrial Revolution? 5. Who was Samuel Crompton? 6. Why is Hall I' th' Wood significant? 7. Why is he remembered today in Bolton? 8. End of Unit Outcome. LBQ Question Set | |
| <u>NC Objectives</u> | | <u>Chronological Knowledge</u> | |
| <p><i>Samuel Crompton – a local history study of the importance of Bolton during the Industrial Revolution and the importance of Samuel Crompton's invention of the Spinning Mule.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful</i></p> | | <p>Know how to locate key events/periods studied on a timeline</p> <p>Sequence events during the Industrial Revolution period in chronological order.</p> <p>Place own life, parents life, Rosa Parks life and Victorian Period, Industrial Revolution and Samuel Crompton on a timeline.</p> <p>To place episodes on a timeline and depict the data accurately.</p> <p style="text-align: center;">Practise Sequencing Practise Scale Practise Interval</p> | |
| <u>Substantive Knowledge</u> | | <u>Disciplinary Knowledge</u> | |
| <p>The Industrial Revolution is the name for a time of great change in industry, technology and science:</p> <p>Energy: Instead of people or animals, some industries began using water and wind as sources of energy. People started using coal for fuel instead of wood or peat. Coal gave out more heat and allowed better quality iron and steel to be made. Coal was also used to heat water to make steam for the newly invented steam engine. Oil and natural gas were used for heating and lighting.</p> <p>Technology: New machines were invented that could work much faster and on a bigger scale than human hands. The spinning jenny and power loom allowed the textile industries to grow. The steam engine could provide more energy for large factories. The steam locomotive and railways meant that travel was quicker and people, raw materials and goods could be transported more easily.</p> <p>Work: Before the Industrial Revolution craftspeople made things in their own homes or in small workshops.</p> | | <p>Significance – Why did Samuel Crompton have such an impact on Bolton?</p> <p style="text-align: center;"></p> <p>Cause and Consequence - Know cause of event and consequence.</p> <p style="text-align: center;"></p> <p>Evidence & interpretation</p> <p style="text-align: center;"></p> <p><u>Historical Sources</u> Use a range of sources to find out about a period in history.</p> | |



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| <p><i>selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p> | <p>Practise Duration Introduce Concurrence and Interaction Introduce Overview and Depth <i>See Progression In Chronology Document</i></p> | <p>The new factory system meant people had to go to a place of work where they would work for a shift. Instead of making something from end-to-end, factory workers would each work specific machines that carried out different stages of a manufacturing process. Transport: Factories and industries needed more raw materials and made more products. These all needed to be transported. Horse-drawn transport was not fast enough and could not cope with the amount of freight that needed to be moved. Canals were introduced to deal with this issue. Canal boats could move large volumes of goods. Roads were improved, especially with the introduction of macadamised road surfaces that were stronger and smoother. Later, the invention of the steam train and railway made travel and transport much quicker, more reliable and better able to carry heavy loads.</p> <p>Know the Industrial Revolution is a controversial event in history because it involved so many negative aspects, such as: child labor, poor living conditions and poor working conditions. However, it's important to note that several positive elements also emerged from the time period of industrialization. The main positive factor of the Industrial Revolution was that it led to the improved quality of life for people today. This improvement can be seen in our modern access to many different types of goods. A main feature of the Industrial Revolution was that it introduced the factory system.</p> <p>Know Samuel Crompton was a British inventor during the Industrial Revolution. His invention called the spinning mule changed the cotton industry. The spinning mule improved upon two things: the speed of yarn production and the quality of the yarn. Crompton was born on December 3, 1753, near Bolton, Lancashire, England. He was educated in mathematics but worked with textiles from a young age. He began spinning cotton but rose to the position of weaver when he was 11 years old. Crompton spun cotton using a machine called a spinning jenny. The spinning jenny spun yarn much faster than the spinning wheel. However, the yarn the spinning jenny produced was too coarse and rough for fine</p> | <p>Suggest sources of evidence, from a selection provided, to help answer questions to present findings.</p> <p>Select and record information relevant to the study.</p> <p><u>Historical Enquiry</u> Identify how artefacts can be used to tell us about periods of History.</p> <p>Distinguish between different sources representing the same period of time.</p> <p>Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.</p> |
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| | | <p>cloth. Crompton wanted to invent a machine that could produce better yarn.</p> <p>Know that Crompton completed his spinning mule in 1779. His invention produced a finer, smoother, and more elastic yarn. With the spinning mule, one person could work more than 1,000 spindles at the same time. He called it the spinning mule because it was a cross between two different spinning machines. (A mule is a cross between a donkey and a horse.)</p> <p>By 1812 there were about 4.6 million mule spindles being used in textile mills around England. Crompton, however, received very little money for his invention. He remained poor his entire life. Crompton died in Bolton on June 26, 1827.</p> <p>Know Hall i' th' Wood is the house in Bolton where Crompton invented the spinning mule. The hall was built in the early 1500s during the Tudor period. The building was eventually split into housing units for several families. It was in one of these units that Samuel Crompton designed and built the spinning mule. In 1902 the house and grounds were opened to the public as a museum.</p> <p>Know that Bolton has a famous place in the history of the Industrial Revolution.</p> <p>Know Samuel Crompton's life story took on a local cultural importance that lasted until the end of the cotton industry in the town a century or more later.</p> <p>Understand that the spinning and weaving of cotton was a vital element in Bolton's wealth in the past.</p> | |
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| Term: | Y3 – Spring 1 | Key Text(s): |  |
| <p>Key Concepts: community & culture - (civilisation, settlement, trade)</p>  <p>exploration & invention - discovery, progress, tools</p>  | <h2 style="text-align: center;">Stone Age</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand how we know about the past and what evidence there is to support this. 2. Understand that Stone Age humans were hunters and gathers: hunting large mammals and gathering other nutrients. They used stone tools to cut, pound, and crush—making them better at extracting meat and other nutrients from animals and plants than their earlier ancestors. <p>This unit is the beginning of the pre-history topics. The children will have touched on dinosaurs in Reception. This topic introduces the idea of hunter-gatherers and homo sapiens. The topic will cover aspects of Mesolithic life such as: open grassland, hunting, making spears and the building of small houses with thatched roofs and will revisit this during Anglo Saxons (Year 4) and the Mayans (Year 5).</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of technology from Toys (Year 1) and Victorians (Year 2) and will continue developing this understanding in Ancient Egypt (Year 3), Samuel Crompton (Year 3), Romans (Year 4) and Ancient Greeks (Year 4). This unit will also support them in having a better understanding of developments in invasion in Romans (Year 4), Anglo Saxons (Year 5) and Vikings (Year 5).</p> <p>End of Unit Outcome: Why the Stone Age was so important and compare to how we live today?</p> | | |
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| <p><u>Prior Knowledge Requirements</u></p> <p>Know that history is the study of the past, in particular the changes over time that have occurred within human society (Year 1 – Queen and Year 2 – Victorians).</p> | <p><u>Key Vocabulary for the unit</u></p> <p>archaeologists: People who work out our history by looking at artefacts that have been found.</p> <p>artefact: An object made by human beings, usually with historical or cultural interest.</p> <p>Neolithic: Is the later part of the stone age and follows the Palaeolithic and Mesolithic age.</p> <p>B.C.: Before Christ. A date like 250BC means 250 years before Christ was born.</p> <p>chronology: The ordering of events, for example the stone, bronze and iron age.</p> | | |

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| <p>Know that a historical source can provide evidence relating to the events of the past (retrieval).</p> <p>Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past (Year 2 – Victorians).</p> | <p>tribal: Groups of people who live together.</p> <p>hunter-gatherers: People who mainly live by hunting, fishing and gathering wild fruit.</p> <p>shelter: A house where stone age people would have lived.</p> <p>civilization: A group that lived during a period of time long ago.</p> <p>settlement: A place where there were several stone age shelters, like a small village.</p> <p>Prey: An animal that is hunted for its food.</p> |
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| <p style="text-align: center;"><u>Composite – The Big Idea</u></p> <p>Stone Age humans hunted large mammals, including woolly mammoths, giant bison and deer. They used stone tools to cut, pound, and crush—making them better at extracting meat and other nutrients from animals and plants than their earlier ancestors.</p> | <p style="text-align: center;"><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Chronological Knowledge – timeline lesson Where in History did this period come? 3. What is Pre History? 4. How did people live in prehistory? 5. Why is it called the neolithic revolution? 6. Did metals change everything? 7. What evidence do prehistoric monuments offer? 8. How was iron better than bronze? 9. End of Unit Outcome. LBQ Question Set |
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| <i>NC Objectives</i> | <i>Chronological Knowledge</i> | <i>Substantive Knowledge</i> | <i>Disciplinary Knowledge</i> |
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| <p><i>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age.</i></p> <p><i>They should understand how our knowledge of the past is</i></p> | <p>Know how to locate key events/periods studied on a timeline</p> <p>Know the meaning of: AD, BC, century, millennium</p> <p>Describe events and periods using the words: BC, AD.</p> | <p>Know prehistory is the earliest stages of human history. Know our understanding is limited and only from archaeology. It is made up of the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron. Humans evolved across this period to look as we do now.</p> <p>There were many developments that changed the way we live.</p> <p><u>Palaeolithic:</u> It is the earliest period of history. Early humans did not look like us until the end of the period. The climate was incredibly cold several times and is known as the ice age.</p> | <p>Change & continuity – how did each period within the Stone Age change?</p>  <p>Evidence & interpretation</p>  |

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| <p><i>constructed from a range of sources.</i></p> | <p>Describe events from the Stone Age using dates when things happened.</p> <p>Order events and periods (Stone Age, Bronze Age, Iron Age).</p> <p>To place episodes on a timeline and depict the data accurately.</p> <p>Discuss a timeline to sequence how things may have happened in the Stone Age.</p> <p>To understand the time period has a study of British history.</p> <p>Practise Sequencing Practise Scale Practise Interval Practise Duration Introduce Concurrence and Interaction Introduce Overview and Depth <i>See Progression In Chronology Document</i></p> | <p>Britain was not continuously occupied. They used and developed tools from flint and bone. People hunted for food and gathered fruits, roots etc. <u>Mesolithic:</u> Began after the end of the last ice age. Britain was continuously occupied from this period onwards. The landscape changed to be covered in more forest. People hunted different animals. Still led a nomadic lifestyle until later in this period.</p> <p>The Neolithic means the new Stone Age. It is the final period of the Stone Age. During this time migrants arrived from Europe and brought new ideas to Britain. They began to settle in one place and agriculture began by cutting down areas of forest. This does not mean that the hunter-gatherer lifestyle stopped entirely. Homes were built to be permanent structures to match the changing lifestyle. Tools were polished to give them a better blade that would last longer.</p> <p>New ideas including metalworking were brought by migrating peoples called the Beaker peoples. Metal tools had advantages such as a sharper blade, more durable and could be repaired. Homes and food continued to be agriculture based.</p> <p>Stonehenge is a monument built in four stages from the Neolithic into Bronze Age. Its position is linked to the movement of the Sun and moon. It was built by hand but the method is unknown. It, and other monuments, potentially reveal aspects of religious belief. It was definitely the site of burials.</p> <p>The Iron Age is the final period of British Prehistory. The people lived in tribal groups that fought each other for land and possessions. Iron meant more people could have metal tools and weapons than before.</p> | <p><u>Historical Sources</u> Use a range of sources to find out about a period in history.</p> <p>Suggest sources of evidence, from a selection provided, to help answer questions to present findings.</p> <p>Select and record information relevant to the study.</p> <p><u>Historical Enquiry</u> Identify how artefacts can be used to tell us about periods of History.</p> <p>Distinguish between different sources representing the same period of time.</p> <p>Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.</p> |
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| | | Hillforts are still evident today and could have been for defensive and economic purposes but archaeologists are not sure. | |
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| <p>Term:</p> | <p>Y3 – Summer 1</p> | <p>Key Text(s):</p> |  |
| <p>Key Concepts: community & culture - civilisation, communication, trade</p>  <p>exploration & invention – discovery, progress, tools</p>  | <h2>Ancient Egypt</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the Ancient Egyptian’s achievements still have an impact on today’s society. 2. Understand that archaeologists study historical records to work out where ancient civilisations were. 3. Recognise that Ancient Egypt was one of the wealthiest civilizations of all time <p>This unit links back to knowledge of the Stone Age (Year 3). People have lived in Egypt since the Stone Age. Ancient Egypt mentions the invasion of the Greeks (Year 4) and the Romans (Year 4). The children will learn that the last pharaoh of Ancient Egypt was Cleopatra. After her rule Egypt became part of the Roman Empire (studied in Year 4). The term ‘archaeologist’ will be used and also the introduction of the term ‘Egyptologist’. The topic will cover the discovery of Tutankhamun, The Valley of the Kings and the different pharaohs. The topic covers the Ancient Egyptian beliefs in different gods. This links to the Vikings and their beliefs in Gods and the ‘Afterlife’. Children will study how Egyptians prepared themselves for the ‘Afterlife’ and when they come to Year 5 and 6, they will be able to see the similarities between the Egyptians burials with belongings and the Anglo-Saxons and the Vikings rituals. It uses the term ‘ritual’ (also seen in the topic of Vikings and Anglo-Saxons) Ancient Egypt was one of the wealthiest civilizations of all time. The terms ‘trade’ and ‘bartering’ is taught and the idea that the Egyptians did not use coins and money as we do. (links to Anglo Saxons and Vikings) Children will also learn about hieroglyphics which is also taught in Mayans (Year 6).</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Famous People (Year 1), Victorians (year 2), Greeks (Year 4) and Romans (Year 4). This unit will also support children continuing to develop their knowledge of empire and invasion in Anglo Saxons and Vikings (Year 5), and WW2 (Year 6).</p> <p>End of Unit Outcome: What beliefs did the Ancient Egyptians hold about death?</p> | | |

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| <p><u>Prior Knowledge Requirements</u></p> <p>Know when the Stone Age happened (Year 3 - Stone Age).</p> <p>Know that democracy means describes a form of government. (Year 3 - Greeks).</p> <p>Know that civilisation is a group of people with their own languages and way of life.</p> | <p><u>Key Vocabulary for the unit</u></p> <p>Archaeologist: People who work out our history by looking at artefacts that have been found.</p> <p>Pharaohs: The word pharaoh originally meant 'great house', but came to mean the person who resided in it</p> <p>Tombs: Ancient Egypt is known for its magnificent and beautiful tombs. The most well-known are within the pyramids in the Valley of the Kings</p> <p>Pyramid: A geometrical term that refers to part of the burial complexes for Egyptian pharaohs.</p> <p>Hieroglyphs: The term hieroglyph refers to the fact that it is carving for sacred things, but hieroglyphs were also written on papyrus.</p> <p>Vizier: The vizier in ancient Egypt was the most powerful position after that of king. A vizier was the equivalent of the modern-day prime minister</p> <p>Scribe: A scribe recorded in writing the everyday life and extraordinary happenings in ancient Egypt.</p> <p>Sarcophagus: Sarcophagus is a Greek word meaning flesh-eating and refers to the mummy case.</p> <p>Mummy: Remains of a body found inside the carved and brilliantly painted burial case known as a sarcophagus</p> |
| <p><u>Composite – The Big Idea</u></p> <p>The Ancient Egyptian's achievements still have an impact on today's society. From innovations in writing and math to the earliest uses of makeup and perfume, the civilization had a huge impact on the way people today communicate, travel, eat, dress, and more.</p> | <p><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. How do we know about Ancient Egypt and who was Tutankhamun? 4. What gods and goddesses did the Ancient Egyptians worship? 5. What did Ancient Egyptians believe happened to you after you died? 6. What is mummification? 7. What are the pyramids and how were they built? 8. Why were the Ancient Egyptians one of the wealthiest civilisations? 9. What are hieroglyphics? 10. End of Unit Outcome. LBQ Question Set |

| NC Objectives | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
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| <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p> | <p>Know the meaning of: decade, ancient, modern</p> <p>Plot Ancient Egypt on a timeline by century alongside other ancient civilisation of Ancient Greece.</p> <p>Draw a timeline to show an understanding of the Ancient Egyptian period.</p> <p>Sequence events/periods/people on a timeline using scale and intervals – understanding how long the Egyptians lasted for and in what order did events happen.</p> <p>Practise Sequencing Practise Scale Practise Interval Practise Duration Introduce Concurrence and Interaction Introduce Overview and Depth <i>See Progression In Chronology Document</i></p> | <p>Know that archaeologists study historical records to work out where ancient civilisations were. They then go on expeditions to excavate these places - taking care not to damage anything they dig up. People who study Ancient Egypt are called Egyptologists. The Ancient Egyptians buried their pharaohs in impressive tombs filled with weapons, clothes and jewellery. On the Nile's west bank is an area known as The Valley of The Kings near the city of Luxor. The Egyptians buried many pharaohs here and over 60 tombs have been found. The most famous discovery was by Howard Carter in November 1922 when he discovered the tomb of Pharaoh Tutankhamun.</p> <p>Know that the Egyptians worshipped hundreds of different gods and goddesses. Ancient Egyptians believed that Atum was the first god to exist. Know that the Egyptian people worshipped many different gods and this is called Polytheism. Know the following Egyptian Gods' names and function:</p> <ul style="list-style-type: none"> ● Anubis - God of the dead (often shown as a jackal) ● Horus - God of the sky (often shown as a falcon) ● Isis - Goddess of magic, the protective goddess. ● Osiris - Ruler of the Underworld (often shown with black skin) ● Ra - Sun god (a falcon headed man) ● Thoth - The God of writing and knowledge <p>Know that the Ancient Egyptians believed that if you lived a good life and prepared yourself you could live again in the afterlife. They believed that the spirits of the dead travelled through Duat, an underground world. Duat was full of dangers like evil spirits, giant snakes and lakes of fire that you had to get past to meet Osiris and be reborn in a heavenly version of Egypt. Know that other people believe in the afterlife. Egyptians believed that if your spirit survived Duat then the god Anubis weighed your heart against the Feather of Truth. If the scales balanced you could enter the heavenly kingdom. If your heart was heavier than the feather it meant you had been evil in life. Your heart would be fed to the goddess Ammut and your spirit would disappear.</p> | <p>Evidence & interpretation – how do we know so much about the Ancient Egyptians?</p>  <p>Cause & Consequence: Know cause of event and consequence.</p>  <p><u>Historical Sources</u> Confidently use the library and the internet for research.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Select reliable sources of information to answer questions.</p> <p>Understand that some evidence is opinion or misinformation and this affects interpretations of history.</p> <p><u>Historical Enquiry</u> Use a range of different sources to piece together understanding about key events or periods of time in history.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied.</p> |

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| | | <p>Know that the Ancient Egyptians mummified the dead to preserve the bodies for as long as possible as they believed you would need your body in the afterlife.</p> <p>Mummies were made in several stages:</p> <ol style="list-style-type: none">1. The body was washed and prepared for mummification2. The internal organs were taken out and stored in special canopic jars to protect them (the heart was left in while the brain was removed with long hook through the nose)3. The body was left to dry out in natron salt for 40 days.4. The salt was removed and the body stuffed with cloth5. The body was wrapped in linen bandages and then placed in a coffin6. A ritual was performed so the body would be able to eat, drink and speak in the afterlife. <p>Rich people had highly decorated coffins while poor people could not afford to be mummified and were often buried in pits in the desert. People's belongings were buried alongside them. The tombs of Pharaohs contained many treasures and were a target for thieves who would try to steal these.</p> <p>Know that the Ancient Egyptians built pyramids to protect the bodies and treasures of the pharaohs after they had died. More than 100 pyramids have been discovered and most are on the West Bank of the Nile Most pyramids were built between 2675-1759BC.</p> <p>Know that the most famous pyramids were built at Giza by Pharaoh Khufu, his son Khafre and his grandson Menkaure. The Sphinx is a large statue with the body of a lion and the head of a human (believed to be Pharaoh Khafre). The purpose of the statue is unknown although people believe it was built to guard the pharaohs in their tombs.</p> <p>The Sphinx has now started to crumble so people are trying to find ways to protect it. Many people believe that protecting historical statues is very important.</p> <p>Know that around 4000 workers built the Pyramid buildings</p> <ol style="list-style-type: none">1. Workers cut blocks of stone out of the ground2. These were loaded onto boats which carried them to the pyramid3. Using a chisel and hammer workers made the blocks smooth so they would fit together tightly4. Workers moved the blocks using wooden sledges up ramps on the side of the pyramids5. Pharaohs were usually buried underneath the pyramid structure although some had burial chambers built in to them | |
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| | | <p>Know that Ancient Egypt was one of the wealthiest civilisations at the time.</p> <p>Know that they could mine gold from gold mines.</p> <p>Know that trade was done with bartering. This means that items of similar value were swapped.</p> <p>Ancient Egyptians did not use coins / money as we do. They sold spare grain, salt and gold to other countries in exchange for items that could not be found in the desert.</p> <p>Merchants travelled across Egypt from town to town trading goods. Many had to travel by donkey or camel. This was very slow (around 12 miles per day) and could take many months to travel from one large settlement to another.</p> <p>The River Nile was the fastest way to travel in Ancient Egypt. Early boats were made of papyrus tied together with rope but many later boats were wooden. Oars for rowing and sails that caught the wind helped boats to go faster.</p> <p>Know that Egyptian writing was called hieroglyphs which used symbols to represent letters and words. Only people at the top of society could read and write, including Pharaohs and Scribes.</p> <p>Know that a Scribe was an official record keeper for the Pharaoh. They recorded important information such as trade deals with other countries, notes from meetings, medical remedies, rituals and magic spells. Scribes were very well respected in Egyptian society.</p> | |
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| Term: | Y4 – Autumn 1 | Key Text(s): |  |
| <p>Key Concepts: community & culture - architecture, art, civilisation, economy, inspiration, myth</p>  <p>hierarchy & power - democracy, empire, equality, government</p>  | <h2 data-bbox="427 496 734 536">Ancient Greece</h2> <p data-bbox="427 549 842 576">The aim of this unit is for pupils to:</p> <ol data-bbox="427 587 1989 651" style="list-style-type: none"> 1. Understand that the Ancient Greeks were a civilization who dominated the Mediterranean thousands of years ago. 2. Understand that government, philosophy, science, mathematics, art, literature and sports were impacted by the Ancient Greeks. <p data-bbox="427 692 2011 863">This unit has many concepts and vocabulary links to periods of time studied throughout the curriculum. The term ‘archaeologists’ , ‘historians’ and ‘excavate’ are used throughout Ancient Egypt (Year 3) and WW2 (Year 6). During the topic the children will be taught about systems of ‘government’ and ‘democracy’. This unit looks at the goddess Athena which contributes to the impact women have had throughout history. These aspects could also be linked to ‘Inspirational People - Rosa Parks’ (Year 2) and the role of women in World War 2 (Year 6).</p> <p data-bbox="427 906 2029 1043">Children will use the knowledge learnt in this unit to build on their understanding of technology from Toys (Year 1), Victorians (Year 2) and Stone Age (year 3) and will continue developing this understanding in Samuel Crompton (Year 3), Romans (Year 4) and Ancient Greeks (Year 4). This unit will also support them in having a better understanding of developments in democracy, empire and legacy in Ancient Egypt (Year 3), Romans (Year 4) and WW2 (Year 6).</p> <p data-bbox="427 1086 1386 1114">End of Unit Outcome: What things today were impacted by the Ancient Greeks?</p> | | |
| <p data-bbox="203 1283 595 1310">Prior Knowledge Requirements:</p> <p data-bbox="203 1353 692 1380">Understand how we know about history.</p> | <p data-bbox="808 1283 1151 1310">Key Vocabulary for the unit</p> <p data-bbox="808 1321 1839 1348">Philosophy: Philosophy is a way of thinking about the world, the universe, and society.</p> <p data-bbox="808 1358 1899 1385">Athenians: It is the birth place of democracy and the heart of the Ancient Greek civilization.</p> | | |

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| <p>Understand how civilisations survived and evolved (Year 3- Stone Age).</p> | <p>Spartans: The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.</p> <p>democracy: Democracy means allowing citizens to make their own decisions for their own personal lives</p> <p>Olympics: The ancient Olympic Games were originally a festival, or celebration of and for Zeus</p> <p>plague: The Plague of Athens was an epidemic that devastated the city-state of Athens.</p> <p>truce: Is when two fighting sides declare peace or a break in the war.</p> <p>Zeus: The supreme god of the Olympians, Zeus was the father of Perseus and Heracles.</p> <p>Apollo: Apollo is the god of music, truth and prophecy.</p> <p>Sacred truce: A special truce called whilst the Olympics were taking place.</p> <p>temple: A building devoted to the worship of a god or gods.</p> |
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| <p style="text-align: center;"><u>Composite – The Big Idea</u></p> <p>The Ancient Greeks were a civilization who dominated the Mediterranean thousands of years ago. Government, philosophy, science, mathematics, art, literature and sports were impacted by the Ancient Greeks.</p> | <p style="text-align: center;"><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. What was Ancient Greece like and how do we know about it? 4. Who were the Ancient Greeks? 5. Why were the Athenians and Spartans at war? 6. What religion did the Greeks follow? 7. What was life like for Greek women? 8. What have the Greeks got to do with the Olympics? 9. End of Unit Outcome. LBQ Question Set |
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| NC Objectives | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
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| <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i></p> | <p>Describe events from the past using dates when things happened.</p> <p>Know the meaning of: AD, BC, century, millennium</p> | <p>The Ancient Greek period being studied is from 3000 BC to 146 BC. Know that BC means ‘Before Christ’ and know that anno Domini (AD) means ‘in the year of our lord’ in Latin. Know that AD and BC are also increasingly known as CE (Common Era) and BCE (before the Common Era).</p> | <p>Similarity & difference – How are the Ancient Greeks similar and different to us today?</p> |

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| <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p> | <p>Place Ancient Greek period on a timeline.</p> <p>To discuss timeline of events within the Ancient Greece period.</p> <p>To understand the time period has a study of world history.</p> <p>To place episodes on a timeline and depict the data accurately.</p> <p>Practise Sequencing Practise Scale Practise Interval Practise Duration</p> <p>Introduce Concurrence and Interaction</p> <p>Introduce Overview and Depth See Progression In Chronology Document</p> | <p>Know that Ancient Greece was one of the greatest human civilisations and its achievements are still influential today. Greece is studied today by historians and archaeologists who visit old cities to excavate and explore the remaining ruins.</p> <p>Items found in those places tell us a lot about the Greeks. Know that over 2400 years ago a Greek writer called Herodotus collected and reported eye-witness accounts of battles and past events. This marks him as the world's first historian.</p> <p>Greek civilisation started around 3000 BC. Between 1200 BC and 800 BC very little is known and this is called the Dark Age for this reason. The language from that time has been lost and there was very little art produced to show what life was like.</p> <p>From 800 BC onwards Ancient Greece became an impressive civilisation. Civilisation means 'a human society with its own social organization and culture'.</p> <p>As the Dark Age came to an end city states developed all over Greece and became rich and powerful. City states were areas of land in Ancient Greece made up of a main city and the surrounding countryside. Each city state was separate from the others and had its own way of life, but they all shared the same language and beliefs. Most city states were near the coast so they could use the sea for food and trade. The main city states included Sparta and Athens.</p> <p>In 479 AD, the two most powerful city-states Athens and Sparta teamed up to defeat the Persians but their friendship didn't last long. Less than 50 years later, they were at war. At the start of the 5th century BC, Athens only ruled a small region of Greece. However, after leading the Greek states to victory against Persia in 479 BC the Athenians took control of a large group of city states.</p> <p>This made Athens the most powerful city in Ancient Greece. Pericles, an Athenian military leader and politician, was key to the city's success in the 5th century BC. He also built lots of new temples in Athens, including the Parthenon which stands on a hill above Athens today.</p> <p>Athens developed a new system of government called democracy. Under the system, ordinary citizens were able to vote on military decisions and changes to the law. All male citizens were expected to attend the assembly, a meeting where they voted by putting their hands up. Women, foreigners and slaves were banned from attending the</p> | <div style="text-align: center;">  <p>Evidence & Interpretation</p>  </div> <p><u>Historical Sources</u> Use a range of sources to find out about a period in history.</p> <p>Suggest sources of evidence, from a selection provided, to help answer questions to present findings.</p> <p>Select and record information relevant to the study.</p> <p><u>Historical Enquiry</u> Identify how artefacts can be used to tell us about periods of History.</p> <p>Distinguish between different sources representing the same period of time.</p> <p>Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.</p> <p>Recognise connections, contrasts and trends over time.</p> |
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assembly so they didn't get a vote. Compare with current systems of democracy and consider if this was a fair way to run the state.

Know that the ancient Greeks believed in many gods, including Zeus (king of the gods), Athena (goddess of reason, wisdom and war, after whom the city of Athens was named), Hades (god of the dead and the underworld) and Poseidon (god of the sea).

Know that belief in many gods is called polytheism.

Gods were believed to be immortal and have supernatural powers but they also fell in love, had children, fought and argued like humans. Gods were said to live on Mount Olympus.

| God | Role |
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| Zeus | King of the gods |
| Hera | Queen of the gods |
| Poseidon | God of the sea |
| Hermes | Messenger to the gods |
| Apollo | God of light and music |
| Athena | Goddess of wisdom |
| Aphrodite | Goddess of love |

Greek women were expected to avoid public places so they spent much of their time at home. Many wealthy Greek households had separate areas for men and women. Women would manage daily household tasks like weaving and looking after children.

Only boys went to school in Athens - girls were educated at home. Boys could only go to school if their parents could afford it. They started school at the age of seven and were taught to read, write and count.

They also did physical education and music. Girls had a better education in Sparta than elsewhere in Greece. They were encouraged to exercise and stay healthy - they could practise racing, wrestling and horse-riding. The Spartans believed this would help their women produce stronger babies who would grow up to be taught soldiers.




Girls in Ancient Athens were often married by their early teens, usually to an older man who might be more than twice their age. Married women managed the household and brought up children. Athenian

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| | | <p>women couldn't vote, own land or inherit property. They couldn't have jobs and were often expected to avoid public areas. Becoming a priestess was one of the only ways a Greek woman could get into a position of power. In fact, the high priestess of the goddess Athena was the most important religious figure in Athens.</p> | |
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| Term: | Y4 – Spring 1 | Key Text(s): |  |
| Key Concepts: conflict & disaster - conquest, military  exploration & invention - discovery, progress  | <h2 data-bbox="427 502 763 544">Romans in Rome</h2> <p data-bbox="427 555 846 587">The aim of this unit is for pupils to:</p> <ol data-bbox="427 592 1659 624" style="list-style-type: none"> <li data-bbox="427 592 1659 624">1. Understand that the Roman Empire was remarkably successful empire which had a very strong army. <p data-bbox="427 662 2018 805">This unit follows on from the topic of 'Stone Age'. The topic begins with the concepts of dictator and government (Links to Year 6 World War 2). The end of the unit describes how the people of Rome peacefully traded with Britain and then eventually invaded. The invasion by the Romans is also revised in the beginning of the Year 5 topic of Britain's Settlement by the Anglo Saxons. The term 'archaeologists' is used throughout the history curriculum in Stone Age (Year 3), Vikings (Year 5) and Mayans (Year 6).</p> <p data-bbox="427 842 2002 949">Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Significant People (Year 1), Victorians (year 2) and Greeks (year 4). This unit will also support children continuing to develop their knowledge of empire and invasion in Ancient Egypt (Year 3), Anglo Saxons (Year 5), Vikings (Year 5) and WW2 (Year 6).</p> <p data-bbox="427 986 1126 1018">End of Unit Outcome: What was life like in Ancient Rome?</p> | | |
| <p data-bbox="203 1121 595 1153"><u>Prior Knowledge Requirements:</u></p> <p data-bbox="203 1193 757 1257">Know that democracy means describes a form of government. (Year 3 - Greeks).</p> | | <p data-bbox="804 1121 1144 1153"><u>Key Vocabulary for the unit</u></p> <p data-bbox="804 1158 1514 1190">centurion: A commander of a group of 100 Roman soldiers.</p> <p data-bbox="804 1195 1921 1227">emperor: The Roman emperor was the ruler of the Roman Empire during the imperial period.</p> <p data-bbox="804 1232 1984 1264">gladiator: A gladiator was an armed combatant who entertained audiences in the Roman Republic.</p> <p data-bbox="804 1268 1731 1300">conquer: To overcome and take control of people or land using military force.</p> <p data-bbox="804 1305 1559 1337">invade: Enter a place or land with the intention of occupying it.</p> <p data-bbox="804 1342 1928 1374">Romanisation: When the countries that the Romans conquered became very much like Rome.</p> | |

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| To understand that historians and archaeologists have supported us in understanding what happened in history. | Amphitheatre: A large open area surrounded by rows of seats sloping upward. Republic: Dictator: A ruler with complete power over a country. |
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| <u>Composite – The Big Idea</u> | <u>Components – Sequence of Learning</u> |
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| <p>Rome spread knowledge and goods throughout their Empire. Not just Roman culture, but the culture from the middle east to the west and the European culture to the Middle East and every point in between.</p> <p>The Roman Empire was remarkably successful in this pursuit.</p> | <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. What was the Roman Empire and how did it begin? 4. How was Rome ruled? Who was Julius Caesar? 5. Who did the Ancient Romans worship? 6. What did the Romans do for fun? 7. What was the Great Fire of Rome? 8. Settlements- Pompeii and Herculaneum 9. When and why did the Romans invade Britain? 10. End of Unit Outcome. LBQ Question Set |

| <u>NC Objectives</u> | <u>Chronological Knowledge</u> | <u>Substantive Knowledge</u> | <u>Disciplinary Knowledge</u> |
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| <p><i>The Roman Empire and its impact on Britain.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and</i></p> | <p>Place the Roman period in history on a timeline alongside Stone Age and Ancient Greece.</p> <p>Draw a timeline to show an understanding of Roman History.</p> <p>Sequence events/periods/people on a timeline focusing on scale and intervals.</p> <p>Know the meaning of: decade, ancient, modern</p> <p style="text-align: center;">Practise Sequencing Practise Scale Practise Interval</p> | <p>Rome is a city in Italy.</p> <p>The Roman Empire lasted from 700BC to AD476. Its army was the most powerful in the world. The Roman Empire was based upon enslaved people and citizens. According to legend, Rome was founded by twin brothers Romulus and Remus. In the early days, Rome was ruled by kings. Romulus was supposedly the first king. The empire was founded by Julius Caesar who was the first emperor.</p> <p>The last king was Tarquin the proud- the people of Rome drove him out. Rome then became a republic and this meant that no singular person had power. The senators (a group of men) shared power. The two most powerful were called the consuls. Each year, Romans voted for their consuls.</p> | <p>Change & continuity – What areas of our civilisation came from the Romans and what areas didn't come from them?</p> <p style="text-align: center;"></p> <p>Similarity & difference</p> <p style="text-align: center;"></p> <p>Evidence & interpretation</p> <p style="text-align: center;"></p> <p>Historical Sources</p> |

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| <p><i>develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p> | <p>Practise Duration Introduce Concurrence and Interaction Introduce Overview and Depth <i>See Progression In Chronology Document</i></p> | <p>In 498BC, Julius Caesar controlled the Roman army and won many battles for Rome Caesar used his military power to gain political power and became consul and dictator of Rome. The senators didn't like that Caesar was in power so assassinated him in 44BC.</p> <p>Know that the ancient Romans believed in many gods, including Jupiter (king of the gods), Minerva (goddess of reason, wisdom and war), Pluto (god of the dead and the underworld) and Neptune (god of the sea). Know that belief in many gods is called polytheism. Gods were believed to be immortal and have supernatural powers but they also fell in love, had children, fought and argued like humans. Gods were said to live on Mount Olympus. Know that Roman Gods correlate directly with Greek Gods.</p> <table border="1" data-bbox="949 635 1662 911"> <tr> <td>Jupiter</td> <td>King of Gods</td> </tr> <tr> <td>Neptune</td> <td>God of the sea</td> </tr> <tr> <td>Hades</td> <td>God of underworld</td> </tr> <tr> <td>Minerva</td> <td>Goddess of warfare, wisdom and craft</td> </tr> <tr> <td>Mercury</td> <td>Messenger God</td> </tr> <tr> <td>Venus</td> <td>Goddess of love and marriage</td> </tr> <tr> <td>Juno</td> <td>Goddess of marriage, married to Jupiter</td> </tr> </table> <p>The Roman arena (colosseum) was a place of entertainment for Romans. The games were often brutal and bloody. They started out for funerals but soon became popular for occasions such as victories and birthdays. Sometimes animals were used- to fight each other or fight men (hunters or even criminals!) Main attraction was gladiators, who were men that were trained to fight. Not all fights led to death, if a gladiator asked for mercy, the crowd decided if he live or die Romans also enjoyed chariot races and top winners were heroes like our athletes today. They raced in teams. Ancient Romans enjoyed the theatre, copied a lot from the Greeks.</p> | Jupiter | King of Gods | Neptune | God of the sea | Hades | God of underworld | Minerva | Goddess of warfare, wisdom and craft | Mercury | Messenger God | Venus | Goddess of love and marriage | Juno | Goddess of marriage, married to Jupiter | <p>Confidently use the library and the internet for research.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Select reliable sources of information to answer questions.</p> <p>Understand that some evidence is opinion or misinformation and this affects interpretations of history.</p> <p><u>Historical Enquiry</u> Use a range of different sources to piece together understanding about key events or periods of time in history.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied.</p> |
| Jupiter | King of Gods | | | | | | | | | | | | | | | | |
| Neptune | God of the sea | | | | | | | | | | | | | | | | |
| Hades | God of underworld | | | | | | | | | | | | | | | | |
| Minerva | Goddess of warfare, wisdom and craft | | | | | | | | | | | | | | | | |
| Mercury | Messenger God | | | | | | | | | | | | | | | | |
| Venus | Goddess of love and marriage | | | | | | | | | | | | | | | | |
| Juno | Goddess of marriage, married to Jupiter | | | | | | | | | | | | | | | | |

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| | | <p>Wealthy Romans hosted games or theatre performances to gain popularity.</p> <p>The Great Fire of Rome began on 18th July 64 AD. The fire began in a merchants shops around Rome's chariot stadium. The fire was brought under control after 6 days. Before damage could be measured, the fire reignited and burned for another 3 days. Two thirds of Rome had been destroyed. Emperor at the time was Nero, who blamed Christians. Ancient historians blamed Nero as he wanted a new palace but modern historians don't believe this. When rebuilt, the city had stone masses of buildings, large avenues, public fountains and baths, and neighbourhoods were rebuilt with firebreaks between structures. Link to Great fire of London.</p> <p>Pompeii and Herculaneum were Roman cities built on the sides of Mt Vesuvius in Italy. Both were popular places as they were coastal. Approximately 10,000-20,000 people lived in the city. As well as houses, Pompeii had a Roman forum, temples, an aqueduct carrying water for people and a large amphitheatre. In AD 79, both cities were buried in ash due to the eruption of Mt Vesuvius. People didn't know it would erupt as it hadn't erupted for nearly 2000 years. Pompeii was rediscovered thousands of years later and is now a famous tourist attraction.</p> <p>Towards the end of the Iron Age and Bronze Age life in Britain was very different to life in Rome. Know that Rome was more developed than Britain - it had better facilities for the Roman people. Rome was ruled by a dictator - a ruler who has complete power in a country, especially power which was obtained by force and is used unfairly or cruelly. Know the people in Britain were called Celts. They lived together in groups called tribes that were ruled by a chief. They lived in settlements such as hillforts. They didn't have a government, an army or pay taxes. The only buildings they had where people could gather together were places like Stonehenge where people had feasts.</p> | |
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| | | <p>Know that people from Rome travelled peacefully to Britain to trade goods before invading.</p> <p>In 55BC an army general from Rome called Julius Caesar invaded Britain.</p> | |
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| Term: | Y4 – Summer 1 | Key Text(s): |  |
| <p>Key Concepts:</p> <p>conflict & disaster - conquest, military</p>  <p>exploration & invention - discovery, progress</p>  | <p>Romans in Britain</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the Romans had a massive impact on Britain including roads, money and written language. <p>This unit follows on from the topic of 'Stone Age'. The topic begins with the concepts of dictator and government (Links to Year 6 World War 2). The end of the previous unit describes how the people of Rome peacefully traded with Britain and then eventually invaded. The invasion by the Romans is also revised in the beginning of the Year 5 topic of Britain's Settlement by the Anglo Saxons. The term 'archaeologists' is used throughout the history curriculum in Stone Age (Year 3), Vikings (Year 5) and Mayans (Year 6). Children will understand how Britain was turned into Rome and the battles against tribes that occurred. It moves onto the battles Rome had in Scotland and the building of Hadrian's Wall.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Significant People (Year 1), Victorians (year 2) and Greeks (year 4). This unit will also support children continuing to develop their knowledge of empire and invasion in Ancient Egypt (Year 3), Anglo Saxons (Year 5), Vikings and WW2 (Year 6).</p> <p>End of Unit Outcome: How did the Romans transform Britain?</p> | | |
| <p><u>Prior Knowledge Requirements:</u></p> <p>Know that democracy means describes a form of government. (Year 3 - Greeks).</p> | | <p><u>Key Vocabulary for the unit</u></p> <p>centurion: A commander of a group of 100 Roman soldiers.</p> <p>emperor: The Roman emperor was the ruler of the Roman Empire during the imperial period.</p> <p>gladiator: A gladiator was an armed combatant who entertained audiences in the Roman Republic.</p> <p>Londinium: This was the Roman name for London.</p> <p>conquer: To overcome and take control of people or land using military force.</p> | |

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| <p>To understand that historians and archaeologists have supported us in understanding what happened in history.</p> | <p>invade: Enter a place or land with the intention of occupying it. Romanisation: When the countries that the Romans conquered became very much like Rome. amphitheatre: A large open area surrounded by rows of seats sloping upward. Hadrian's Wall: A barrier in northern England. It was built by the Roman Empire to keep invaders from the north out of the ancient Roman province of Britain.</p> |
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Composite – The Big Idea

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| <p>Composite – The Big Idea</p> <p>Rome spread knowledge and goods throughout their Empire. Not just Roman culture, but the culture from the middle east to the west and the European culture to the Middle East and every point in between. The Roman Empire was remarkably successful in this pursuit.</p> | <p>Components – Sequence of Learning</p> <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. When and why did the Romans invade Britain? 4. What was the Roman army like? 5. Who was Claudius the Conqueror? 6. What did the Romans bring from Rome to Britain? 7. Who was Boudica? 8. Why was Hadrian's wall built? 9. What impact did the Romans have on Britain? 10. End of Unit Outcome. LBQ Question Set |
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NC Objectives

| NC Objectives | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
|---|---|--|--|
| <p><i>The Roman Empire and its impact on Britain.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> | <p>Place the Roman period in history on a timeline alongside Stone Age and Ancient Greece.</p> <p>Draw a timeline to show an understanding of Roman History.</p> <p>Sequence events/periods/people on a timeline focusing on scale and intervals.</p> <p>Know the meaning of: decade, ancient, modern</p> | <p>Rome is a city in Italy.</p> <p>Towards the end of the Iron Age and Bronze Age life in Britain was very different to life in Rome. Know that Rome was more developed than Britain - it had better facilities for the Roman people. Rome was ruled by a dictator - a ruler who has complete power in a country, especially power which was obtained by force and is used unfairly or cruelly.</p> <p>Know the people in Britain were called Celts. They lived together in groups called tribes that were ruled by a chief. They lived in settlements such as hillforts. They didn't have a government, an army or pay taxes. The only buildings they had where people could gather together were places like Stonehenge where people had feasts.</p> | <p>Change & continuity – What areas of our civilisation came from the Romans and what areas didn't come from them?</p> <div style="text-align: center;">  </div> <p>Similarity & difference</p> <div style="text-align: center;">  </div> <p>Evidence & interpretation</p> |






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| | | <p>Amphitheatres were built which would be used for wild animal fights and gladiator combat. In the time of the Roman Empire, a gladiator was a man who had to fight against other men or wild animals in order to entertain an audience.</p> <p>Many Roman buildings still remain and we can learn a lot by studying them.</p> <p>Around AD 50 the Romans built a small city called Londinium which we now know as London.</p> <p>The Iceni were a Celtic tribe ruled by a king called Prasutagus. When he died in AD 60 he left some of his kingdom to the Roman Emperor but also some to his daughters.</p> <p>The Emperor wasn't happy as he expected to own all of Prasutagus's land, so the Roman soldiers started to take over the Iceni lands.</p> <p>The Romans stole money and took crops.</p> <p>When Prasutagus's wife, Boudica (pronunciation: boo-duh-kuh), protested, they beat her and her two daughters. Boudica was angry and led the Celtic tribes into a rebellion against the Romans. She took her army to Colchester (where the Romans' headquarters were). They set fire to the city and the temple of Claudius. Boudica's army then went on to burn down other Roman cities including London. Many of the Roman army were still fighting in Wales but quickly returned to attack Boudica. The Romans were better organised and had better equipment and defeated Boudica's army. Historians believe that Boudica poisoned herself as she didn't want to surrender to the Romans or be killed by them.</p> <p>As the Roman army was needed elsewhere in the Roman Empire they eventually withdrew from Scotland in AD 100. The Roman Emperor, Hadrian, decided to build a wall to keep Scotland separate from the rest of England.</p> <p>This wall became known as Hadrian's Wall and it stretches for 73 miles right across England. It was 3m wide and 3-6 m high and built of stone and earth. It took about 15,000 soldiers 6 years to build the wall.</p> <p>At points along the wall, forts were built which were home to about 600 soldiers who kept watch for attacking tribes.</p> <p>The Romans built straight roads, which let them take the shortest route across the country. Some of these are still in use today.</p> | |
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| | | <p>The Romans levelled the land where they needed to. They laid down different layers of materials to make sure the roads were strong with smooth handcut stone on top.</p> <p>Soldiers built the roads but were helped by slaves. Everything had to be dug by hand as there were no machines to help them.</p> <p>People from Rome travelled peacefully to Britain to trade goods. Traders brought wine, olive oil, dried fruit, glass (which could be made into beads) and tools. Glass was rare and precious and owning glass beads showed that you were rich and powerful. Olives for Olive oil and grapes for wine are difficult to grow in the British cold so they had to be imported from hotter places like Rome In return they took slaves, and metals such as gold, silver, tin, copper and bronze.</p> <p>In 55BC an army general from Rome called Julius Caesar invaded Britain</p> | |
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| <p>Term:</p> | <p>Y5 – Autumn 1</p> | <p>Key Text(s):</p> |  |
| <p>Key Concepts: conflict & disaster – war, conquest  community & culture - civilisation, settlement, trade </p> | <p>Anglo Saxons</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the Anglo-Saxons brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity. 2. Understand that the Anglo-Saxon period lasted for 600 years, from 410 to 1066, and in that time Britain's political landscape underwent many changes. <p>This unit looks into the changes in British History after the Roman invasion. The Anglo Saxons topic is a direct link to Romans (Year 4). The Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat. They, along with the Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate. Eventually settling in different parts of the country. The unit explores how the Anglo Saxons eventually settled into smaller Kingdoms, each ruled by a different leader. This knowledge is an important basis when understanding the follow-on unit, Vikings (Year 5) as the Viking and Anglo Saxon leaders fought for power over these parts. (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria). The unit also teaches the children about Anglo Saxon settlements and way of life. The building of houses with thatched roofs and farming is taught (link to 'Mayans' Year 6) as they also built houses with thatched roofs). Towards the end of the topic, children are taught about the importance of religion and the Viking attack on the Lindisfarne Monastery. This can also be linked back again to the Romans (Year 4) as the Anglo Saxons were Christians due to Roman influence and the Lindisfarne Gospels were written in Latin by monks. This ends the unit and leads into the 'The Vikings'.</p> | | |

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| <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy from Famous People (Year 1), Victorians (year 2), Greeks (Year 3) and Ancient Egypt (Year 4). This unit will also support children continuing to develop their knowledge of Monarch and invasion in Vikings (Year 6).</p> <p>End of Unit Outcome: What was life like for the Anglo-Saxons when they came to Britain?</p> | |
| <p>Prior Knowledge Requirements</p> | <p>Key Vocabulary for the unit</p> |
| <p>Know that the Anglo-Saxons came after the Roman invasion (Year 4 - Romans).</p> <p>Know that the Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat (Year 4 - Romans).</p> | <p>archaeologist: People who work out our history by looking at artefacts that have been found.</p> <p>Anglo-Saxon kingdoms: During their time in Britain the Anglo-Saxons formed many kingdoms.</p> <p>shires: Saxon lands were divided into shires, which helped to make up the counties we have today</p> <p>Shire reeve: The peace officer of a shire, later known as 'sheriff'.</p> <p>thane: An important Anglo-Saxon person.</p> <p>legacy: Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.</p> <p>Wessex: Known today as Dorset, Hampshire, Somerset and Wiltshire.</p> <p>Witan or witenagemot: A council that helped the Saxon king rule.</p> <p>wergild: A fine imposed for stealing or killing.</p> <p>churl: A lower-class Anglo-Saxon but better than a slave.</p> <p>Mercia: Known today as East Anglia, Essex, Kent and Sussex.</p> |
| <p>Composite – The Big Idea</p> | <p>Components – Sequence of Learning</p> |
| <p>The Anglo-Saxons also brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity. The Anglo-Saxon period lasted for 600 years, from 410 to 1066, and in that time Britain's political landscape underwent many changes.</p> | <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. Why and when did the Anglo-Saxons invade? 4. Where did they come from? 5. Who were the Anglo-Saxons? 6. How did they split England when they invaded? 7. What religion did the Anglo-Saxons follow? 8. Who was Alfred the Great? |

9. End of Unit Outcome.
LBQ Question Set

| NC Objectives | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
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| <p><i>Britain's settlement by Anglo-Saxons and Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is</i></p> | <p>Place Saxons on a timeline alongside - Stone Age and Romans.</p> <p>Draw a timeline to show an understanding of the Anglo-Saxon history.</p> <p>Draw a timeline to detail key events of the life of Alfred the Great.</p> <p>Recognise historical events from Anglo-Saxon period (410-1066 AD). Including invasions, Viking invasions, and Christian conversion.</p> <p>Independent Sequencing Independent Scale Independent Interval Independent Duration Independent Concurrence and Interaction Practise Overview and Depth <i>See Progression In Chronology Document</i></p> | <p>In AD 410 the Romans left Britain. Although the Romans could read and write the invaders couldn't so very little was written about this time period from AD 400 to AD 600 and it is known as 'the dark ages'.</p> <p>The Scots attacked from Ireland, the Picts attacked from the North and the Saxons attacked from Europe. The Scots eventually settled in Britain in what is now known as Scotland and the Saxons settled in the South. They became part of a group called the Anglo-Saxons.</p> <p>Anglo-Saxons built their own settlements with each village having a chief who protected the villagers. Saxons grew their own food and farmed animals to eat. Houses were simple - built of wood and had thatched roofs made of straw. The walls were plastered with a mixture of mud, animal dung, and hair and chopped up straw. Most houses only had one room and sometimes the animals would share this room during Winter. Kings had large impressive halls to entertain guests in. Settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning. Houses were heated with an open fire. Toilets were a pit dug in the ground. Food was often bread and a type of vegetable soup called pottage made with peas and beans, leeks, onions and turnips. Farm animals provided meat, milk and eggs. There were no medicines and lots of illness - many people died at a young age. Anglos Saxons worked hard farming the land and did not have a comfortable life. Anglo-Saxons wrote poems and stories for entertainment - these can tell us about life in this time. Beowulf (pronunciation: bay-uh-wulf) is a famous poem/story from this time.</p> <p>By about AD 550, Britain had been broken up into many small kingdoms each ruled by a different leader.</p> | <p>Change & continuity – Understand that the Anglo-Saxons are one of the main reasons Christianity is the main religion of England.</p>  <p>Similarity & difference</p>  <p>Evidence & interpretation</p>  <p><u>Historical Sources</u> Confidently use the library and the internet for research.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Select reliable sources of information to answer questions.</p> <p>Understand that some evidence is opinion or misinformation and this affects interpretations of history.</p> <p><u>Historical Enquiry</u> Use a range of different sources to piece together understanding about key events or periods of time in history.</p> |

constructed from a range of sources.

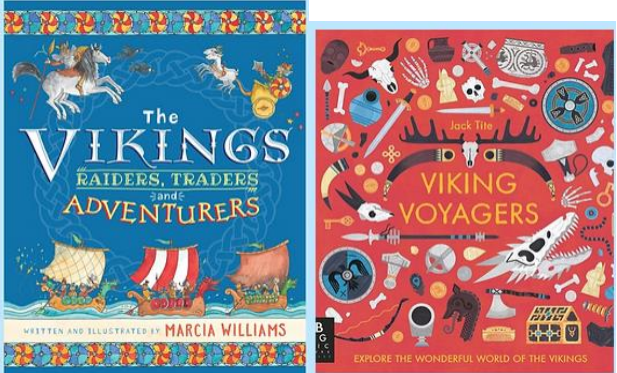


The name England is derived from 'Angle Land' meaning land of the Angles.
By AD 660 the Anglo-Saxons controlled most of Britain.
Mercia was the most powerful kingdom during the Anglo-Saxon period.
Offa was the king of Mercia from AD757 to AD 796. He was a great warrior.
Place names tell us where the Anglo Saxon settlements were set up. East Anglia on the east coast of Britain is named after the Angles who settled there.
Some towns and villages have old Anglo-Saxon words in their names for example -ton and -ham both mean 'village' e.g. Luton, Taunton, Birmingham etc.

To begin with, Anglo Saxons followed Pagan religions. Pagan religions often worship many gods and goddesses and nature plays a big part.
In AD 596, the Roman Christian church sent missionaries to convert the Anglo-Saxons to Christianity.
The missionaries were lead by a monk called Augustine.
Augustine began his mission by visiting King Aethelbert, the Pagan king of Kent. The king had married a Christian princess named Bertha.
Together Bertha and Augustine converted Aethelbert to Christianity. By about AD 700, Christianity was a big part of life and everyone was expected to go to church. Kings who became Christians expected their followers to convert too. The church in England was organised around ministers. These were places where a group of monks, priests and nuns organised worship Christianity helped to develop Anglo-Saxon society and culture.

In 871 AD, Alfred became king of Wessex and made peace with the Vikings. Alfred managed to pay off the Vikings and keep the peace for five years but in 876 AD a new leader of the Danish Vikings called Guthrum attacked Wessex.
Alfred fought against Guthrum's armies for two years but in 878 AD. A great battle took place at Chippenham where many of Alfred's men were killed. Alfred ran away to Somerset. Alfred raised an army and beat the Danish Vikings in 878 AD.
Alfred became known as Alfred the Great. Peace lasted in Wessex until 884 AD when Guthrum attacked again but was defeated by Alfred's army. Alfred forced Guthrum to sign another treaty. Mercia was split with Alfred taking the south and west and the Danish Vikings taking the


Be able to use historical sources to find similarities and differences between two or more periods studied.

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| | | east and north. The Danes now owned an area of Britain, which they ruled from York. This area was called the Danelaw. | |
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| Term: | Y5 – Spring 1 | Key Text(s): |  |
| <p>Key Concepts: conflict & disaster – war, conquest</p>  <p>community & culture - civilisation, settlement, trade</p>  | <p>Vikings</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that in the centuries after their first raid on English soil in A.D. 793, Vikings made a historic series of attacks, waged wars and formed settlements in the British islands, leaving a permanent impact on the land, culture and language. 2. Identify what impact the Vikings have on the way we live today in Britain. <p>This unit looks into the changes in British History. Children will be familiar with the invasions during the Anglo Saxons. Revise with the children how the Anglo Saxons, Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate Britain. Eventually settling in different parts of the country. The previous knowledge of the Anglo Saxon settlements (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria) is an important basis when understanding the ‘The Vikings’ as the Viking and Anglo Saxon leaders fought for many years over these parts.</p> <p>The unit explores the Norse religious beliefs such as different worlds, Gods and also the ‘afterlife’. (Similar to the following topic in Year 3 - ‘The Egyptians’). The terms ‘archaeologists’ and ‘excavations’ will also be used when discussing the Viking settlements in Jorvik (York). Children will be familiar with this language from previous learning-Anglo Saxons (Year 5), Stone Age to the Iron Age (Year 3) and the Romans (Year 4).</p> <p>End of Unit Outcome: What sources of evidence do we have about the Vikings and what can they tell us about The Vikings in Britain?</p> | | |
| <p><u>Prior Knowledge Requirements</u></p> | | <p><u>Key Vocabulary for the unit</u> archaeologist: People who work out our history by looking at artefacts that have been found.</p> | |

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| <p>Revise with the children how the Anglo Saxons and their battles to dominate Britain. Eventually settling in different parts of the country (Year 5 – Anglo-Saxons).</p> <p>The previous knowledge of the Anglo Saxon settlements (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria) is an important basis when understanding the ‘The Vikings’ as the Viking and Anglo Saxon leaders fought for many years over these parts (Year 5 – Anglo-Saxons).</p> | <p>raids: A sudden armed attack against it, with the aim of causing damage rather than occupying any of the enemy's land.</p> <p>longhouse: A large hall like building where many Viking families would live together.</p> <p>berserkers: Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word ‘berserk’ came from it.</p> <p>longship: The narrow boat used by Vikings to raid along coasts.</p> <p>Odin: One of the most famous Viking Gods known for wisdom.</p> <p>Scandinavia: The name given to the collection of countries: Denmark, Norway and Sweden.</p> <p>Danelaw: The name given to lands in Britain occupied by the Vikings.</p> <p>misconception: This means mis-understanding. In Viking terms there were many misunderstandings about the Vikings.</p> <p>Jorvik: The Viking name for the city of York. York now has a famous Viking museum called Jorvik.</p> |
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| <p style="text-align: center;"><u>Composite – The Big Idea</u></p> <p>In the centuries after their first raid on English soil in A.D. 793, Vikings made a historic series of attacks, waged wars and formed settlements in the British islands, leaving a permanent impact on the land, culture and language.</p> | <p style="text-align: center;"><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. Who were the Vikings and why did they invade? 4. What did the Vikings raid and invade? 5. What happened at Lindisfarne? 6. What were the Viking beliefs? 7. End of Unit Outcome. LBQ Question Set |
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| NC Objectives | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
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| <p><i>Viking struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great.</i></p> | <p>Place Vikings on a timeline alongside - Stone Age Romans, Mayans and Anglo Saxons.</p> <p>To order key events on a timeline within the Viking period.</p> | <p>Know that invaders from further north of the continent began raiding Britain in 793; these invaders came via longships from Scandinavia; the word “Viking” comes from the Norse word “vikingr” meaning pirate</p> <p>Know that the Vikings raided Anglo-Saxon Britain as it was wealthy, accessible by sea and parts were poorly defended</p> <p>Know that the success of the Viking raids encouraged further raids</p> <p>Know that the Vikings continued to raid the British coastline for around 70 years; some in England preferred to pay the Vikings not to raid them rather than fight; the money paid was called danegeld</p> | <p>Cause & consequence – Know what permanent impact the Vikings had on Britain.</p> <div style="text-align: center;">  </div> <p>Change & continuity</p> |

Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

Understand that periods of time might overlap and last for different length of time.

Know the relationship between date and century (dates starting from 100AD are 2nd century)

Independent Sequencing
Independent Scale
Independent Interval
Independent Duration
Independent Concurrence and Interaction
Practise Overview and Depth
See Progression In Chronology Document

The Vikings began exploring and raiding from the end of the 8th Century (700-799 AD) until the middle of the 11th Century (1000-1099 AD)

Know that Viking longships could travel far and quickly, powered both by the wind and by the people on board using oars; they could traverse oceans, row up rivers and were light enough to be carried across land where necessary
The first Viking raids (790CE to 850 AD) to Britain were short trips to steal treasure and take slaves.

Know the location of Norway, Denmark and Sweden and understand the routes that the early Viking raiders took.

The Vikings often carried out raids to fit in with the cycle of farming. They would plant crops in spring and then carry out raids until harvest time.

Know that the Viking gods were similar to those of the Anglo-Saxons, with slight differences in names (e.g. Odin, Frigg, Thor)

Know that Vikings valued bravery and a 'good death' in battle. How brave you were in battle decided where you would go in the 'afterlife'

Know that The Vikings believed the world was actually made of nine worlds:

| Norse Worlds | Description |
|----------------|-----------------------------------|
| Midgard | the only place where humans lived |

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| Asgard | the home of the Aesir gods and goddesses |
| Vanaheim | the home of the Vanir gods and goddesses |
| Jotunheim | the home of the giants |
| Niflheim | a world of ice |
| Muspelheim | a world of fire |
| Alfheim | the home of the elves |
| Svartalfheim | the home of the dwarves |
| Helheim | the home of the goddess Hel and the kingdom of the dead. |

The Vikings told many stories about their gods. These stories often involved mythical creatures like giants and elves. Know the following Norse gods:



Evidence & interpretation



Historical Sources

Bring knowledge gathering from several sources together in a fluent account.

Select the most appropriate sources of evidence.

Historical Enquiry

Compare accounts of events from different perspectives and question authenticity based on the origin of the source.

Understand the term propaganda and how it can influence people's opinions of a real-life event.

Be able to use historical sources to find similarities and differences between two or more periods studied

| Norse Gods | Description |
|--------------|--|
| Odin | Father of the gods |
| Frigg | Odin's wife - the goddess of love |
| Thor | God of thunder and protected humans |
| Tyr | God of war and justice |
| Loki | the god of firelight - a sly and mischievous god who can change form into different animals etc. |

Know the story of Thor's Hammer by Anthony Horowitz

Know that if a Viking died bravely, they believed they would go to Valhalla (a hall in Asgard where Odin ruled) it was believed they would be heroes in the afterlife and every day they would feast and drink mead (an alcoholic drink made with honey)

Know that Norsemen that didn't die bravely would go to Helheim. In one part of Helheim evil and dishonest people were punished. There were also areas for the good people that were not warriors.

Know that the Vikings raided Lindisfarne in 793, signalling the start of the centuries of Viking raids on Britain.

The first planned Viking raid was on the island of Lindisfarne in 793 AD. A small community of monks lived on Lindisfarne in an undefended priory. Like most monasteries at the time, the priory was rich - it had gold and silver treasures, plates, candlesticks and beautiful books. The Vikings who raided Lindisfarne would have seen that the small church communities along the shores of Britain were easy targets. They were all in isolated places far from help.

The raid on Lindisfarne terrified the church. The Vikings didn't just steal things and ruin the priory they also took some monks as slaves and killed others.

A description of the raid can be found in the Anglo-Saxon Chronicle which is a famous document from the time describing the history of Anglo-Saxon Britain. The description says that great lightning storms warned people of the Vikings coming. We now know that this could not be true.



Jorvik (pronunciation: yor-vik) (which we now know as York) was an important town in the Danelaw. Know the location of York on a map of the UK. We know a lot about Viking settlement in York from excavations in the area. Archaeologists have dug into the earth and found the remains of many items including pottery and clothing.




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| Term: | Y5 – Summer 1 | Key Text(s): |  |
| <p>Key Concepts:</p>  <p>exploration & invention - (discovery, progress, tools)</p>  <p>community & culture - (communication, economy, inspiration, trade)</p> | <h2 style="text-align: center;">Manchester Mills</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the industrial revolution was marked by sweeping progress and creativity, however also alongside great levels of poverty. 2. Understand that our local city had to undergo significant change to be what it is today. 3. Understand what life was like for those working in mills. <p>This unit studies the creation of Manchester mills, identifying it as a turning point in our own history when many changes began to be made. Significant changes were made that still impact on our lives and our society today: industrial, political and social.</p> <p>The unit will look at different aspects of the Manchester Mills, such as Richard Arkwright and his first mill, children during this time period and industrialisation. It will build on the topics in Year 1 and Victorians from year 2 and embed this vocabulary and understand the significant impact. Children will continue to use the knowledge learnt in this unit to have a better understanding of developments in democracy, industrialisation, technology and wealth in Ancient Egypt and Samuel Crompton (Year 3), Romans and Ancient Greece (Year 4), Anglo-Saxons (Year 5) and World War 2 (Year 6).</p> <p>End of unit outcome- What was life was like for people working in Manchester cotton mills?</p> | | |
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| <p><u>Prior Knowledge Requirements</u></p> <p>The children have learned about personal and family history and about key events in the recent past and living memory.</p> | <p><u>Key Vocabulary for the unit</u></p> <p>Industrial revolution: the transition from creating goods by hand to using machines.</p> <p>Cotton Mill: a building with spinning or weaving machinery to make yarn or cloth from cotton.</p> <p>Spinning Frame: a machine that draws, twists, and winds yarn.</p> <p>Census: a count of the people who live in a country</p> | | |

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| <p>They have learned about 'cause' and 'consequence' in different topics.</p> <p>They know that they live near Manchester in the North of Britain. They have discussed sources in history such as artefacts, photographs, and paintings/pictures.</p> | <p>Civil Servant: a person who works for the government.</p> <p>Economic: the study of the economy, or the part of a society that creates wealth</p> <p>Political: having to do with the study or practice of politics, or government.</p> <p>Social: relating to human society, the welfare of human beings as members of society.</p> |
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| <p style="text-align: center;"><u>Composite – The Big Idea</u></p> <p>The industrial revolution changed Britain socially, politically, and industrially. The Manchester mills sequence demonstrates these changes locally, which demonstrates the significant impact had on our local area.</p> | <p style="text-align: center;"><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. What was Manchester like in the past? 4. How has Manchester changed? Map lesson. 5. Who was Richard Arkwright? 6. What different jobs did people have in the mills? 7. What was life like for people working in mills? 8. Who was Edwind Chadwick? 9. How did Manchester change because of the mills? 10. End of Unit Outcome. LBQ Question Set |
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| <i>NC Objectives</i> | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
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| <p>Events beyond living memory that are significant locally.</p> <p>The lives of significant people from the past.</p> <p>Significant events, people and places in the locality.</p> <p>Understand methods of historical enquiry.</p> | <p>Place the first Manchester mill on a timeline alongside the Victorian period, Lord Leverhulme and other significant British industrial changes learnt about.</p> <p>Order key events that happened with Manchester's mill industrial change.</p> <p>Independent Sequencing Independent Scale Independent Interval</p> | <p>Know that Manchester, a long time ago, was a different place. There were fewer buildings, fewer people, and more fields, trees, farms.</p> <p>Know that most people lived and worked on small farms.</p> <p>Know that historians look at sources from the past and compare them with the same view now to identify what has changed.</p> <p>Know the purpose of the Manchester cotton mills. Know what Manchester was like before the building of the cotton mills. Avoid the misconception of black and white photos mean that they are old.</p> <p>Know that Manchester is famous for its Mills. Discuss types of mills.</p> <p>Know that cotton was picked in fields abroad and brought across on ships and brought up a specially made canal deep enough for ships (Manchester ship canal). Cotton was picked by slaves.</p> | <p>Cause & consequence – Know what permanent impact the mills had on Britain.</p>  <p>Change & continuity</p>  <p>Evidence & interpretation</p> |

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| <p>Place their knowledge into the context of social history and make connections between local, regional and national history.</p> <p>Make connections between social and economic history.</p> <p>Gain and deploy a historically grounded understanding of abstract terms: mills, economy,</p> | <p>Independent Duration Independent Concurrence and Interaction Practise Overview and Depth <i>See Progression In Chronology Document</i></p> | <p>Know how to look at and use a map. Compare a map of Manchester from 1780 and 1880. Identify changes over a 100 year period. Know how to spot patters eg- factories/ mills built next to water, next to each other, new roads, canals etc. Know how to link change to purpose, eg- cotton and material coming in, finished cloth and textiles leaving into the world. https://manchester.publicprofiler.org/beta/index.php Find Miller street on a map. Know that this is where the first Mill in Manchester was built. How do you think this new street was named?</p> <p>Know that Richard Arkwright lived between 23 December 1732 and August 1792). Know that he was an English inventor during the industrial revolution. Know he was the driving force behind the development of the spinning frame after it was adapted to use water power. Know that he made a rotary carding engine to convert raw cotton to cotton lap. Know that he was the first to develop factories using both mechanised carding and spinning operations. Know that his mill at Cromford, Derbyshire is now preserved as part of the Derwent Valley Mills World Heritage site.</p> <p>https://www.whodoyouthinkyouaremagazine.com/feature/cotton-mill-workers Know that men, women and children worked in mills. Know that historians use photographs from this period to say what life was like for people working in the mills. Use photographs to gather ideas about jobs that people did. Know what census is and the information it contains.</p> |  <p>Historical Sources Bring knowledge gathering from several sources together in a fluent account.</p> <p>Select the most appropriate sources of evidence.</p> <p>Historical Enquiry Compare accounts of events from different perspectives and question authenticity based on the origin of the source.</p> <p>Understand the term propaganda and how it can influence people's opinions of a real-life event.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied</p> |
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[Children working in textile mills - 2nd level People, past events and societies - BBC Bitesize](#) Know the jobs that children did and what life was like for them.

Know how to use pictures of mills workers and rules to draw conclusions about what life was like.



Know that the air was filled with soot and smoke.

Know that as more worked arrived, housing became overcrowded and poorly built and half had no plumbing.

<https://www.bbc.co.uk/bitesize/guides/zcrqjsg/revision/4>

Know that Edwin Chadwick lived in the 1800s.

Know that he worked as a civil servant employed by the Poor Law Commission. He was asked by parliament to investigate living conditions in Britain.

Know that conditions were very poor in industrial towns like Manchester. Know that after much discrepancy from the government and wealthier people, in 1848, a public health act was set up by the board of health. The law was not compulsory yet.

<https://www.bbc.co.uk/bitesize/guides/zcrqjsg/revision/5>

Know that Manchester changed massively because of the mills.

Social- more people, more toilets, more town facilities needed

Economic- owners became richer


Political- people wanted rights because of working conditions

[Slums and suburbs | Science and Industry Museum](#) Here are some quotes from what people at the time said, along with the problems that came with Manchester changing industrially.

Look at the Royal Exchange in Manchester and learn that this was the centre of buying and selling cotton and there is still evidence today of what it was in the past e.g. inside.
Discuss the famous painting which is no in Manchester art gallery – talk about what it shows



Know that there were giant warehouses on princess and Portland street which were used to hold and store the cloth.
Understand that many people made a great deal of money from the sale of cloth.

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| <p>Term:</p> | <p>Y6 – Autumn 1</p> | <p>Key Text(s):</p> |  |
| <p>Unit Title:</p> <p>conflict & disaster – war, conquest</p>  <p>hierarchy & power - country, democracy, government</p>  | <p>World War 2</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise many different events were caused by the beginning of World War 2 and this piece of British history has shaped the way we live here in Britain today including British Values and British Culture. 2. World War 2 is significant because the world changed as a result of the war. <p>This is the last history unit in Year 6. The unit covers and revises many different terms and concepts the children will have been taught throughout the History Curriculum so far. When discussing Winston Churchill, children will have prior knowledge of where the British Parliament is and how a Prime Minister is elected (Year 2, United Kingdom Guy Fawkes and Parliament taught through English). Children will look at a range of primary and secondary sources throughout the topic such as: images of Anderson Shelters, ration books, diary entries (Anne Frank) and propaganda posters. The children will be familiar with what a primary and secondary source is from previous units.</p> <p>Part of the unit will look into racial discrimination and the Holocaust. This is a direct link to previous studies on how discrimination, segregation and boycotting can affect people’s lives due to their race or beliefs. (Seen in Year 2, Inspirational People: Rosa Parks and Year 5 English unit) and the persecution of black people due to prejudice. This time, concentrating on anti-Semitism and the treatment of minorities under Nazi rule. Another link to previous topics is when looking at the role of ‘Women at War.’ Women had the right to vote (Link to Year 2, Inspirational People) however, their roles were still mainly in the household. World War 2 changed expectations and aspirations for women as many enjoyed their newfound independence and felt valued in their roles in the war effort. Many did not want to go back to how things were before the war and it was another factor in the changing role of women in Britain.</p> | | |

End of Unit Outcome: How did the Second World War change life for people in the UK?

Prior Knowledge Requirements

When discussing Winston Churchill, children will have prior knowledge of where the British Parliament is and how a Prime Minister is elected (Year 1 – Queen).

Children will be familiar with what a primary and secondary source.

How discrimination, segregation and boycotting can affect people’s lives due to their race or beliefs (Year 2 - Rosa Parks).

Key Vocabulary for the unit

Allies: Countries which fought on the British side (including: USA, Great Britain, France, Russia 1941 – 1945).

Evacuee: Someone who was evacuated, moved from a danger area to a safer place (normally from the cities to rural areas).

Black out: System of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes.

Rationing: The controlled distribution of scarce resources (mainly food and clothing).

Air raid shelter: A building to protect people from bombs dropped by planes.

Anderson Shelter: Made of corrugated iron. Usually at the end of the garden. Morrison Shelter: Metal cage used inside the house. Could double as a kitchen table.

Trenches: A long, narrow ditch used for troops to shelter from enemy fire or attack.

Axis: Countries which fought on the German side (including Italy, Germany, Japan, Russia).

Blitz: Series of aerial bombing raids on the UK, mainly cities including London, Bristol and Nottingham.




Composite – The Big Idea

Many different events led up to the beginning of World War II and this piece of British history has shaped the way we live here in Britain today including British Values and British Culture.

Components – Sequence of Learning

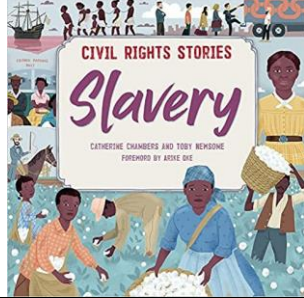


1. Retrieval of previous learning.
Introduce and explore knowledge organiser
Teach new Vocabulary.
2. Introduction of unit in bigger picture of History along with timeline.
Chronological Knowledge – timeline lesson
3. Why did WW2 happen?
4. Who were the Allies and the Axis?
5. Who were Hitler and Churchill and why were they so important?
6. What was propaganda?
7. What were rations?
8. What was the Blitz?
9. What was the Holocaust?
10. What was the Battle of Britain?

11. End of Unit Outcome.
LBQ Question Set

| NC Objectives | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
|---|--|--|--|
| <p><i>A significant turning point in British history, for example, the first railways or the Battle of Britain.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is</i></p> | <p>Create own timelines to place events, periods and cultural movements from around the world including periods studied in earlier year.</p> <p>Order significant events, movements and dates from WW2 on a timeline.</p> <p>Describe main changes in a period in history. Show an understanding and be able to link some historical events that occurred concurrently in different locations.</p> <p>Understand that periods of time might overlap and last for different length of time.</p> <p>Know the relationship between date and century (dates starting from 100AD are 2nd century)</p> <p>Independent Sequencing Independent Scale Independent Interval Independent Duration Independent Concurrence and Interaction Practise Overview and Depth <i>See Progression In Chronology Document</i></p> | <p>Know that WW1 was fought from 1914 - 1918. Know that WW1 started because countries were trying to expand their empires.</p> <p>WW1 was not the “war to end all wars” as the second World War (Often referred to as World War 2) occurred 21 years later and was the deadliest WW2 was different to previous wars as it was the first time that civilians at home were directly involved in the war.</p> <p>Know that the WW2 was fought between 1939 – 1945. The majority of the world’s countries became involved in the conflict forming two military alliances: 1. The Allies included Britain, France, USA, Russia 2. The Axis included Germany , Italy and Japan</p> <p>Know that Hitler became the leader of the Nazi Party in 1921. Know that Hitler claimed he could make Germany a more powerful and wealthy country - the people of Germany were very interested in this as they were struggling to survive. Know that in 1933 the Nazi party came to power in Germany. Hitler became chancellor (equivalent to our Prime Minister) Know that the Nazi Party was led by Adolf Hitler. Know that Winston Churchill was the Prime Minister of England during WW2. Know that he remains the most famous Prime Minister of England. He was a great public speaker and saw Britain through WW2.</p> <p>Know that propaganda is a way of spreading ideas and influencing people. Know that propaganda played an important part for both the Axis and the Allies as it was used to inform the public and raise morale. Know that in the UK posters, radio messages and cinema adverts were all used to spread propaganda messages. Know that propaganda posters were used to encourage citizens to act safely and support the war effort</p> | <p>Significance – how has WW2 helped shape the way we live today?</p>  <p>Similarity & difference</p>  <p>Evidence & interpretation</p>  <p><u>Historical Sources</u> Bring knowledge gathering from several sources together in a fluent account.</p> <p>Select the most appropriate sources of evidence.</p> <p>Understand that some evidence is propaganda and this affects interpretation of history.</p> <p><u>Historical Enquiry</u> Compare accounts of events from different perspectives and question authenticity based on the origin of the source.</p> <p>Be able to use historical sources to find similarities and differences</p> |


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| <p><i>constructed from a range of sources.</i></p> | | <p>Before the WW2 started, Britain imported about 55 million tons of food a year from other countries.</p> <p>After war was declared in September 1939, the British government had to cut down on the amount of food it brought in from abroad as German submarines started attacking British supply ships. There was a worry that this would lead to shortages of food supplies in the shops so the British government decided to introduce a system of rationing.</p> <p>Rationing made sure that people got an equal amount of food every week. Ration books and coupons were used to record what each family were allowed to buy from shops. Food and goods began to be rationed as supply ships were attacked coming in to the country.</p> <p>Know that the term 'blitz' is derived from German word 'Blitzkrieg' meaning 'Lightning War' (Blitz = lightning and Krieg = war). It lasted from September 1940 to May 1941. Know that bomber planes attacked at night.</p> <p>Know that Air Raid Sirens were used to warn people of the raids. (Recognise the air raid siren and all clear siren)</p> <p>Know that the planes aimed for cities, ports and factories. Know that thousands of people were killed.</p> <p>Know that children were taught drills on how to get out and get to safety in case of an air raid.</p> <p>Know that the Axis forces targeted Jewish communities. Jewish people were discriminated against in a number of ways. This was known as anti-Semitism –</p> <ul style="list-style-type: none"> Jewish shop owners had to display a yellow star to identify themselves as Jewish. Doctors, teachers, lawyers and University professors were forced out their jobs Propaganda documents were published by the Germans, which described the Jews as dangerous. Boycott of Jewish businesses 'Jews not wanted here' signs put up at swimming pools Jews were not allowed to marry Germans or vote in elections Jewish children were forbidden from attending school Homes and synagogues attacked Jews were forced to wear the yellow Star of David | <p>between two or more periods studied</p> |
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| | | <p>Violence increased and many Jews were attacked or killed Know that due to the government's anti-semitic rules, violence increased and many Jews were attacked or killed.</p> <p>Know that this attack occurred on 9 Nov 1938 – 10 Nov 1938 and Jewish businesses, synagogues and homes were attacked and destroyed.</p> <p>Know that many families feared persecution and sent children to safety - called refugees. Know that some of these refugees fled to Britain.</p> <p>Know that the Battle of Britain was a battle fought in WW2.</p> <p>Know it has been described as the first major military campaign fought entirely by air forces.</p> <p>Know that the Battle of Britain began after Dunkirk, where Germany had won the battle and taken over France.</p> <p>Know that Germany's next step was to take control of Britain, as it was the last line of defence and if Germany took control of Britain, they would have won WW2.</p> <p>Know that the Royal Air Force (RAF) defended the UK against attacks by Nazi Germany's air force (Luftwaffe).</p> <p>Know that the primary objective of the German forces was to cut British supplies and force Britain to surrender.</p> <p>Know that the Battle of Britain lasted from 10 July until 31 October 1940.</p> <p>Know that the Luftwaffe initially targeted coastal towns and ports, to stop supplies reaching the UK.</p> <p>Know that due to ports being attacked, more rationing of food was needed.</p> | |
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| Term: | Y6 – Spring 1 | Key Text(s): |  |
| <p>Key Concepts: hierarchy & power – equality, democracy, government, slavery</p>  <p>conflict & disaster – liberation, peace</p>  | <h2>History of the Civil Rights Movement</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. To understand that Martin Luther King Jr had a huge impact when standing up for civil rights. 2. To understand that the battle for civil rights for all human race is still ongoing today. <p>This is the history unit in Year 5 that explores the racial discrimination and the fight for equal rights for black people through the years 1954-1968. This unit covers the events and circumstances leading up the Civil Rights Movement and how Martin Luther King Jr’s involvement helped to make progress towards integration. The topic revisits the segregation of black and white people during these years- how black children could not attend school with white children, black people and white people could not marry and how black and white people could not eat in the same restaurant- which were all of a few aspects that led up to the Civil Rights Movement.</p> <p>The unit will revise aspects from ‘Nelson Mandela’ (enrichment) and also ‘Inspirational People’ (Year 2), which has a focus on Rosa Parks and her part in the Civil Rights Movement. Knowledge of the past is constructed from a range of sources. It can also be discussed and revised how the same discrimination and segregation was happening in different parts of the world at the same time and how Nelson Mandela (enrichment) fought against oppression in South Africa which led to 27 years of imprisonment for standing up for the rights of black people. He eventually gained his freedom and became the first black President of South Africa.</p> <p>End of Unit Outcome: Why is the Civil Rights movement still important today?</p> | | |
| <p>Prior Knowledge Requirements Know that Rosa Parks fought for civil rights (Year 2 – Significant people).</p> | | <p>Key Vocabulary for the unit Civil Rights: The rights of citizens to political and social freedom and equality. Discrimination: Treating some people differently from others. Segregation: Keeping people apart – one group is treated unfairly.</p> | |

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| <p>Be familiar with the words discrimination and segregation (Year 2 – Significant people and Year 4 – Nelson Mandela).</p> <p>Know that Nelson Mandela also fought for Civil Rights (Year 4 – Nelson Mandela).</p> | <p>Protest: An event or action where people gather with others to publicly express their opinions about something that is happening in society.</p> <p>Martin Luther King Jr: An American campaigner for the fair and equal treatment of all people and an end to racial discrimination.</p> <p>Boycott: The act of refusing to buy, or engage the services of an organisation or person.</p> <p>Racism: When people are treated unfairly because of their skin colour or background.</p> <p>Black Lives Matter Movement: A social movement dedicated to fighting racism and anti-Black violence.</p> <p>I have a dream: The name of a speech Martin Luther King Jr gave on August 28, 1963 while standing on the steps of the Lincoln Memorial in Washington, D.C.</p> |
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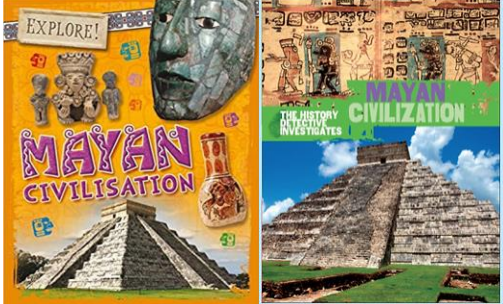


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| <p style="text-align: center;"><u>Composite – The Big Idea</u></p> <p>Civil rights is a movement that has been going on for many years to ensure that everyone is treated equally and fairly.</p> | <p style="text-align: center;"><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 3. What is the Civil Rights Movement? 4. Who was Martin Luther King Jr? 5. Why was Martin Luther King Jr’s speech so important? 6. What was the Bristol Bus Boycott in 1963? 7. What was the Black Lives Matter Movement? 8. End of Unit Outcome. LBQ Question Set |
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| <i>NC Objectives</i> | Chronological Knowledge | Substantive Knowledge | Disciplinary Knowledge |
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| <p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> | <p>Draw a timeline to show an understanding of civil right movements.</p> <p>Draw a timeline to detail some key dates linked to the study of the Martin Luther.</p> | <p>1955: Rosa Parks did not give up her seat to a white passenger on a bus in Alabama. This began the Montgomery Bus Boycott.</p> <p>1955: On December 5, Dr. Martin Luther King Jr, leads the boycott.</p> <p>1956: The Montgomery Bus Boycott ends in December. Buses were now fully integrated.</p> <p>1959: Martin Luther King Jr, leads a non-violent sit-in at ‘Rich’s’, a ‘whites-only’ restaurant. All 51 protesters were arrested for trespassing.</p> | <p>Significance – Why is BLM important?</p> <div style="text-align: center;">  </div> <p>Cause & consequence – What is the impact of the Civil Rights Movement today?</p> |



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| <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p> | <p>Understand that a gap between events/ periods reminds us that history is not just a long list. Show periods of history on a timeline accurately.</p> <p>Independent Sequencing Independent Scale Independent Interval Independent Duration Independent Concurrence and Interaction Practise Overview and Depth <i>See Progression In Chronology Document</i></p> | <p>1963: On April 16, Martin Luther King Jr, writes "Letter from a Birmingham Jail" where he responded to white ministers from Alabama who begged him to end the protests.</p> <p>1963: March in Washington D.C. where nearly 250,000 attended. Martin Luther King Jr delivered the famous "I have a dream" speech in front of the Lincoln Memorial.</p> <p>Know that this statue (from Lincoln Memorial, Washington, USA) shows Abraham Lincoln who was the president of United States of America in the 1860s and is famous for abolishing slavery. Understand the link between the abolition of slavery and the work of Martin Luther King Jr.</p> <p>1964: Martin Luther King Jr, was awarded the Nobel Peace Prize</p> <p>1968: Martin Luther King Jr, was assassinated.</p> <p>Know that when someone important is assassinated, they are murdered as a political act. Know that Historians disagree with who shot Martin Luther King Jr although James Earl Ray confessed to the crime and then later retracted his confession.</p> <p>Know that there was a long history of racial discrimination in the United States Of America. Many African Americans were used as slaves by rich landowners.</p> <p>Know that slavery in America began in 1619, when a Dutch ship brought 20 African slaves ashore in the British colony of Jamestown, Virginia.</p> <p>Know that landowners used African slaves throughout the 17th Century (1601-1700) as a cheap and plentiful supply of labour.</p> <p>Know that legal slavery ended in 1863 when President Abraham Lincoln issued an Emancipation Proclamation. Know that, despite changes to the law, black people were still often seen as inferior to white people and so racism continued.</p> <p>The races were still segregated in many different ways including having:</p> <ul style="list-style-type: none"> ● Separate swimming pools ● Separate schools ● Separate entrances at the cinema ● Separate water drinking fountains ● Separate places to sit on public buses/trains This was called segregation. <p>Know Martin Luther King Jr was an American campaigner for the fair and equal treatment of all people and an end to racial discrimination.</p> <p>Know that Martin Luther King Jr was appointed president of the Montgomery Improvement Association which led the boycott of the</p> | <div style="text-align: center;">  <p>Evidence & interpretation</p>  </div> <p><u>Historical Sources</u></p> <ul style="list-style-type: none"> ● Confidently use the library and the internet for research. ● Give clear reasons why there may be different accounts of history. ● Select reliable sources of information to answer questions. ● Understand that some evidence is opinion or misinformation and this affects interpretations of history. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> ● Use a range of different sources to piece together understanding about key events or periods of time in history. ● Be able to use historical sources to find similarities and differences between two or more periods studied |
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| | | <p>Montgomery bus services. (A boycott is where you stop using goods or services to bring about a change.)</p> <p>Martin Luther King Jr was a very brave man who believed in non-violent protest. During the course of his campaign his house was bombed, he was arrested on numerous occasions.</p> <p>He was the youngest-ever person to win the Nobel Peace Prize.</p> <p>Know he was a very powerful orator (speech maker). His most famous speech, I Have A Dream, was delivered to an audience of 250,000 people.</p> <p>He died at the age of 39.</p> <p>Know the meaning of the following speech extract from Martin Luther King Jr 1963 'I have a dream' speech - "I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed.</p> <p>Know that a bus boycott took place in Bristol in the UK in 1963.</p> <p>Know that the company who owned the buses used in Bristol refused to employ drivers who were Black or Asian.</p> <p>Know that many people refused to use the buses for four months during the protest to show their support for the Black and Asian people who were refused jobs.</p> <p>Know that the protestors were inspired by Rosa Park's boycott in Montgomery.</p> <p>Know that the boycott was successful in changing the company policy so that Asian and Black drivers were able to work as bus drivers. This decision was made coincidentally on the same day that Martin Luther King Jr delivered his 'I have a Dream' speech in USA.</p> <p>Know that the Bristol Bus Boycott was considered by some to have been influential in the passing of the Race Relations Act 1965 which made "racial discrimination unlawful in public places" in UK law.</p> <p>Know that the Black Lives Matter movement helps fight discrimination toward people of colour. The movement began in 2013. It is sometimes called BLM.</p> <p>Know the Black Lives Matter movement has many goals. The movement works to fight racism and to help make sure that Black people are treated fairly.</p> | |
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| | | <p>The movement also works to help end violence toward Black people. Injustice toward Black people has been going on for a long time. The Black Lives Matter movement organized protests in cities throughout the world, and these protests helped to identify the need for justice and change. The movement has caused people to talk about how to make the world a more just and equal place for people of colour.</p> | |
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| Term: | Y6 – Summer 1 | Key Text(s): |  |
| <p>Key Concepts: community & culture - civilisation, communication, trade</p>  <p>hierarchy & power - monarchy, democracy, government</p>  | <h2>Mayan Civilization</h2> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise some key aspects of the Mayan civilisation, focusing on the culture of people living at that time such as music, art and religion. 2. Compare the ways of life in the Mayan Civilisation to what life in Britain would have been like during the same time period and look at the contrasts between them. <p>This is the second History Unit in Year 5. Prior knowledge of the Ancient Egyptian Civilisation in Year 4 can be revised as many aspects of life for the Mayans and Egyptians were very similar. Both civilisations built pyramids, performed rituals and ceremonies and had similar religious beliefs (different Gods that had an effect on farming such as Kinich Ahau the Sun God and also the belief in the afterlife). Another topic these beliefs can be linked to is the Vikings (Year 6), who also held similar religious beliefs to both the Mayans and the Ancient Egyptians. Both the Mayans and Egyptians had Royal Families and hierarchies to organise society.</p> <p>Mesoamerica is a region of North America. It is the thinner strip of land that joins North America to South America. It is one of six areas in the world where ancient civilization arose independently. A civilisation is a human society with its own social organisation and culture.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Famous People (Year 1), Victorians (year 2), Ancient Egyptians (Year 4), Ancient Greece and Romans (Year 4). This unit will also support children continuing to develop their knowledge of empire and invasion after learning about the Anglo Saxons and Vikings (Year 5) and will continue to develop this knowledge during the unit on WW2 (Year 6).</p> <p>End of Unit Outcome: Why were the Mayans so important when it comes to trade?</p> | | |

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| <p><u>Prior Knowledge Requirements</u></p> <p>Prior knowledge of the Ancient Egyptian Civilisation can be revised as many aspects of life for the Mayans and Egyptians were very similar (Year 4 – Ancient Egypt).</p> <p>Both civilisations built pyramids, performed rituals and ceremonies and had similar religious beliefs (Year 4 – Ancient Egypt).</p> <p>Both the Mayans and Egyptians had Royal Families and hierarchies to organise society. Hieroglyphics were a way of writing in both societies (Year 4 – Ancient Egypt).</p> | | <p><u>Key Vocabulary for the unit</u></p> <p>Dynasty: A series of rulers belonging to the same family.</p> <p>Mesoamerica: A historical region and cultural area in North America. It extends from approximately central Mexico through Belize, Guatemala, El Salvador, Honduras, Nicaragua, and northern Costa Rica.</p> <p>City of Chichen Itza: This city became a major power and it had a powerful economy and strong military.</p> <p>Hieroglyphics: Writing consisting of symbols or pictures.</p> <p>Rituals: A religious or solemn ceremony consisting of a series of actions performed according to a set order.</p> <p>Civilisation: An advanced organisation of people who live in a town.</p> <p>Settlement: A place, typically one which has previously been uninhabited, where people establish a community</p> | | |
| <p><u>Composite – The Big Idea</u></p> <p>The Mayan civilisation flourished for three thousand years before suddenly disappearing. They had a huge influence on the way the world works today: developing the first ever system of writing.</p> | | <p><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 11. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 12. Introduction of unit in bigger picture of History along with timeline. Chronological Knowledge – timeline lesson 13. Who are were the Mayans? 14. Why and when did the Spanish arrive? 15. What was the Mayan society like? 16. Why are the Mayans still remembered today? 17. What did the Mayans trade? 18. End of Unit Outcome. LBQ Question Set | | |
| <p><u>NC Objectives</u></p> <p><i>A non-European society that provides contrasts with British history –Mayan civilization c. AD 900. The national curriculum for history aims to ensure that all</i></p> | | <p><u>Chronological Knowledge</u></p> <p>Place the Mayans on a timeline alongside - Stone Age, Egyptians, Romans and Anglo-Saxons.</p> | <p><u>Substantive Knowledge</u></p> <p>Mesoamerica is a region of North America. It is the thinner strip of land that joins North America to South America. Humans first arrived in Mesoamerica as early as 21,000 years ago. They were hunter-gatherers, people who travelled from place to place to find food.</p> | <p><u>Disciplinary Knowledge</u></p> <p>Change & continuity – Know that Mayan civilisation had a major influence on trade and the way we communicate through written language.</p> |

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| <p><i>pupils: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p> | <p>Draw a timeline to show an understanding of the Mayan history.</p> <p>Draw a timeline to detail some key dates linked to the study of the Mayan civilisation c. AD 900.</p> <p>Understand that a gap between events/ periods reminds us that history is not just a long list. Show periods of history on a timeline accurately.</p> <p>Know how to use AD and BC accurately</p> <p>Independent Sequencing Independent Scale Independent Interval Independent Duration Independent Concurrence and Interaction Practise Overview and Depth <i>See Progression In Chronology Document</i></p> | <p>Mesoamerica was like a paradise to them as fruits, nuts and vegetables grew throughout the year, which they could eat. The forests and land were rich with birds, mammals and insects to provide protein in their diets. The climate was mild but there were often heavy rainstorms. There were many lakes and rivers which provided water for the early settlers.</p> <p>Between 3500 and 2000 BC, humans began to build permanent villages in the region. These settlements formed the Maya civilisation. Farmers planted crops and raised animals, mostly dogs and turkeys, which they kept in pens. They fished with nets and preserved the fish with salt for later use. Meat was cooked in stews or grilled like barbecue and it was also smoked to be preserved for months. Men made stone tools.</p> <p>Know where the Maya lived on a world map and a map of South America including Central America and Southern Mexico, Guatemala, Belize and Honduras. Locate the main cities: Chichen Itza and Tikal Know that the Mayans flourished for three thousand years before suddenly disappearing.</p> <p>In the early 1500s, Spanish ships started to arrive in the Mayan Empire with explorers hoping to find natives that they could take as slaves. Spanish explorers were surprised to find such an advanced civilisation and they began trading with the natives. The Mayans sometimes attacked the Spanish. The Spanish brought many diseases with them and caused many Mayan people to fall ill. Diseases such as smallpox, flu and measles killed many Mayan people.</p> <p>Hernan Cortes In 1519 Cortes, a Spanish explorer, set forth to seek his fortune through conquering the natives and stealing their gold. The Spanish claimed the land that belonged to the Aztec and Mayan people. The Mayans fought back and it took many years for the Spanish to finally conquer the Mayans. As soon as the Spanish took over they began to remove Mayan culture through destroying many important religious texts and idols.</p> <p>Know that City States each had their own King or Queen Order of importance: King or Queen of Royal family (seen to have God-like powers) nobles, priests, craftspeople , merchants, farmers, servants, slaves. Know that the King or Queen would wear jaguar skins and huge headdresses Know that ‘noble birth’ children would be educated by priests Know that merchants, craftsmen and farming children were taught skills by parents. Know that there was an absolute monarchy.</p> | <div style="text-align: center;">  Evidence & interpretation  </div> <p><u>Historical Sources</u> Confidently use the library and the internet for research.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Select reliable sources of information to answer questions.</p> <p>Understand that some evidence is opinion or misinformation and this affects interpretations of history.</p> <p><u>Historical Enquiry</u> Use a range of different sources to piece together understanding about key events or periods of time in history.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied</p> |
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Know that an absolute monarchy is where the king or queen holds complete power and their power is not restricted by following laws. This operated a hereditary monarchy where the children of the king/queen would become the future monarch. The king was seen as a descendent of a god. Know the following definitions –

| Term | Definition |
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| Noble | People who belonged to a high social class were referred to as nobles . |
| Priest | In many non-Christian religions a priest is a man who has particular duties and responsibilities in a place where people worship. |
| Merchant | A merchant is a person who buys or sells goods in large quantities, especially one who imports and exports them. |
| Artisans | An artisan is someone whose job requires skill with their hands. |
| Farmer | A farmer is a person who owns or manages a farm. |
| Craftspeople | Craftspeople are people who make things skilfully with their hands. |
| Servant | A servant is someone who is employed to work at another person's home, for example as a cleaner or a gardener. |
| Slave | A slave is someone who is the property of another person and has to work for that person. |

Know the Maya were skilled craftspeople they made pottery for everyday use as well as figures of gods, goddesses and animals Know that the Maya were keen on Astrology - they studied Sun, Moon , Planets and Stars Know the Mayan Maths System - dot for one, bar for five and shell for zero. This helped to create their complex system of dates and calendars.

Know that in death a person was buried with belongings for their journey into the afterlife Kings and Queens had tombs, others were buried under their house.

Know that they believed in many gods - the main god was Itzamna.

Know that The Mayans were famous for developing an early system of writing called hieroglyphics

Know a symbol could represent a syllable in a word then this was combined with another symbol to make a word.

The Mayans developed trade systems to exchange goods that they could produce for other things that they could not produce. They did not use money.

Know that trade is 'the activity of buying, selling, or exchanging goods or services between people or countries.' The Maya trade was centered

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| | | <p>around foods like corn, fish, squash, potatoes, honey, beans, turkey, fruits and chocolate drinks.</p> <p>They also traded materials such as limestone, marble, jade, wood, copper and gold.</p> <p>Know they traded goods such as paper books, furniture, jewellery, clothing, toys and weapons.</p> <p>They traded with places as far south as Guatemala and Belize and as far as the Caribbean islands. Mayans transported their goods for trading on large seagoing canoes. Mayan farmers, artisans, architects and artists would also exchange their services for goods.</p> | |
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