

Edale Rise History Curriculum



The Story of
Britain



Ancient
Civilisations



Focused History

A knowledge-rich curriculum

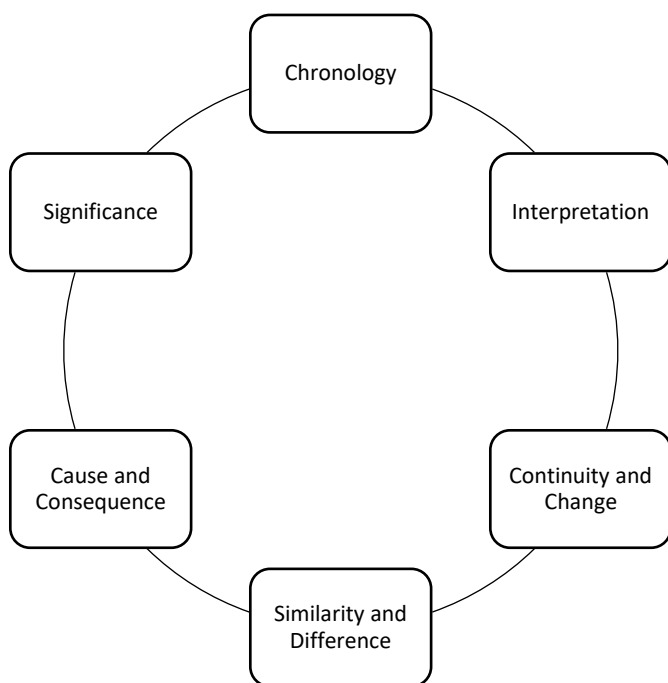
The history curriculum at Edale is designed so that children systematically develop a robust and deep knowledge of our world's history. The knowledge selected is broad, covering a range of key eras from the history of Britain and the world; it is powerful as it empowers children to think deeply and creatively about the subject and it is rich as it will raise children's cultural capital.

Curriculum Design

The curriculum is also cumulative so that each year group builds on what has been taught before. The content is set out in this document so that teachers can easily see the content and vocabulary that has been taught previously which is related to the unit they are currently teaching. This allows teachers to check for retention and then to revise if necessary. It also allows teachers to make explicit reference to prior learning, and learning in other subjects, so that connections can be strengthened and learning deepened.

The 'Big Ideas of History'

The 'Big Ideas' of history form the basis of all units and shape the individual objectives. Each objective, within each unit, can be linked to one or more of the 'Big Ideas' of history.



Chronology: children develop a strong understanding of the order and lasting impact of events

Interpretation: children use their knowledge to identify implicit meanings in historical evidence

Continuity and Change: children study what things have changed or continued over time and explore reasons for this

Similarity and Difference: children analyse similarities and differences within and across time periods

Cause and Consequence: children analyse the causes and consequences of key events

Significance: children explore the importance of events, developments and people in terms of impact and legacy

Working like a historian

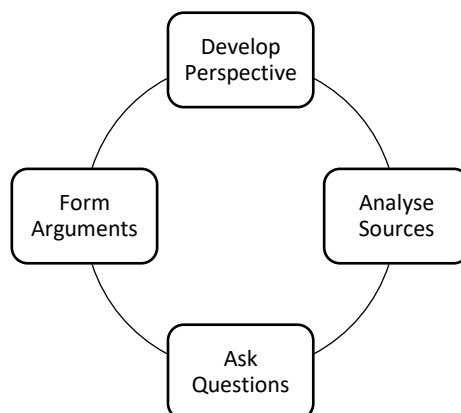
The 'Key Skills' of history are also developed systematically throughout Edale's history curriculum. These develop through the teaching of the objectives outlined in our curriculum but also through teacher's pedagogical choices in the classroom – the use of artefacts and sources for historical enquiry sessions being an example of this.

Develop Perspective: children make connections across and within topics and between short and long-term timescales

Analyse Sources: children analyse primary and secondary sources, using their knowledge and skills of historical enquiry

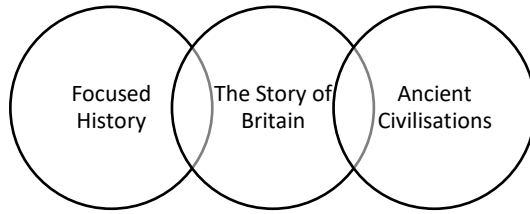
Ask Question: children are encouraged to ask perceptive questions about a source, artefact etc.

Form Arguments: whether orally or in writing, children present a viewpoint about an issue based on evidence



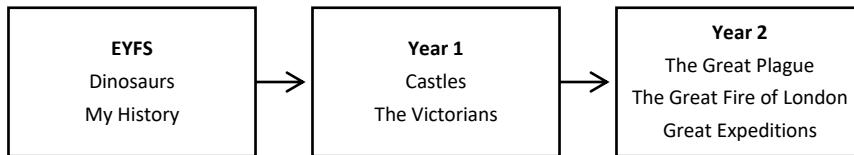
Progression of the curriculum

There are three strands to the history curriculum at Edale:

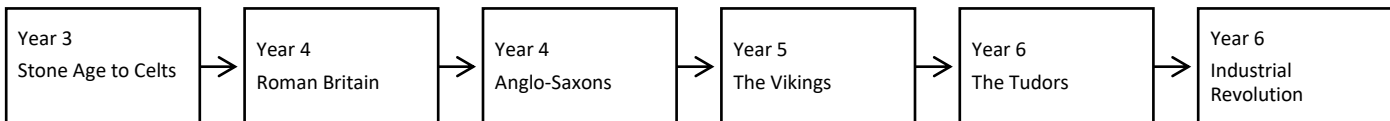


In the EYFS, children begin to explore the concept of time and chronology through 'Focused History'. They learn to recognise and talk about their personal history and that of their families, using the language of time and developing an understanding that events have happened in the past that we can remember. They begin to develop an understanding that some things happened a long time ago while others happened yesterday or earlier in the day. They explore changes that occur over time such as human growth and development, changes in the seasons and the growth and decay of plants. The children are taught vocabulary explicitly in order to enable them to talk about the past and the passage of time.

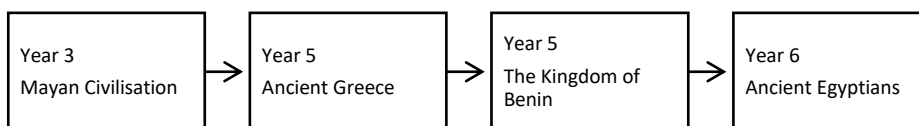
In Key Stage 1 children continue to experience history through 'Focused History'. This develops to children studying a specific event, theme or individual in detail, focusing on significance and change over time. For example, in Year 2, children learn about the 'Great Plague' focusing on its chronology, causes and consequences and significance. Children also study key themes such as 'Transport' in the unit 'Great Expeditions' which allows children to study the continuity and change over time of a specific topic.



In Key Stage 2, each year group studies a significant period of British history. Children develop a chronologically secure understanding of the key events and individuals that shaped the history of Britain. Within each unit, there are opportunities to explore local history so children can see how their locality features in the history of our country.



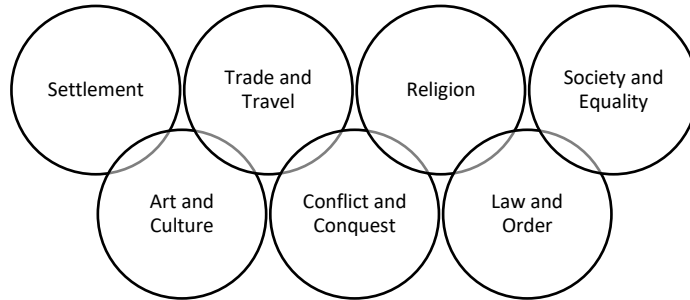
By the time children complete Key Stage 2, they will have also studied the achievements and legacy of three ancient civilisations from around the world. Though not technically an ancient kingdom, children also study the Kingdom of Benin which allows them to make comparisons with Anglo-Saxon Britain.



As children progress through their time at Edale Rise, they are encouraged to call upon a rich schema of historical knowledge to draw contrasts between civilisations.

Key themes

There are also key themes that are revisited throughout our history curriculum. As children move through Edale they are able to revisit and make comparisons between eras and societies through these themes. This spaced retrieval increases storage strength and ensures children can utilise a more rich and developed schema when thinking critically in history.

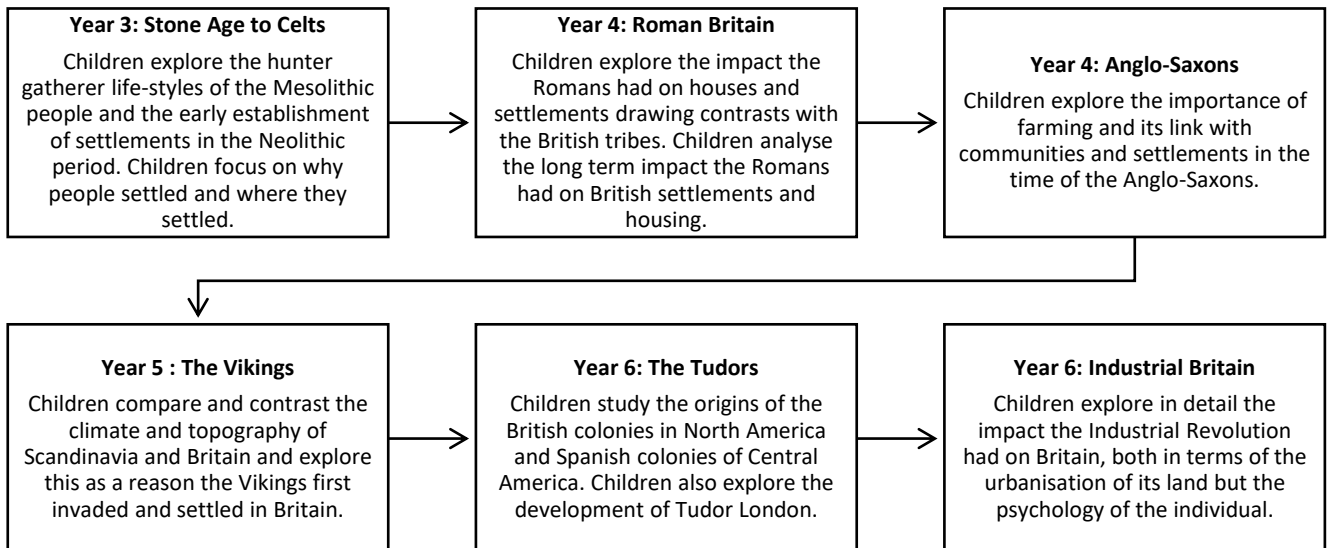


Progression of Themes

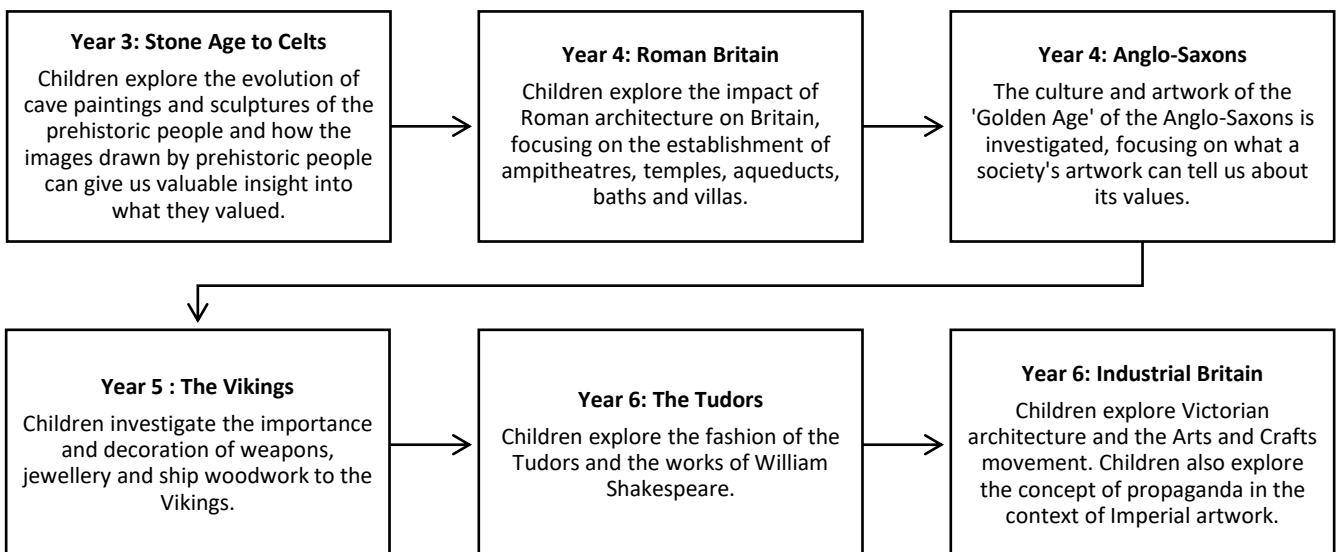
To aid teachers in utilizing the potential for spaced retrieval when teaching these themes we have mapped out the knowledge developed for each theme during each year group.

Progression of Themes: The Story of Britain

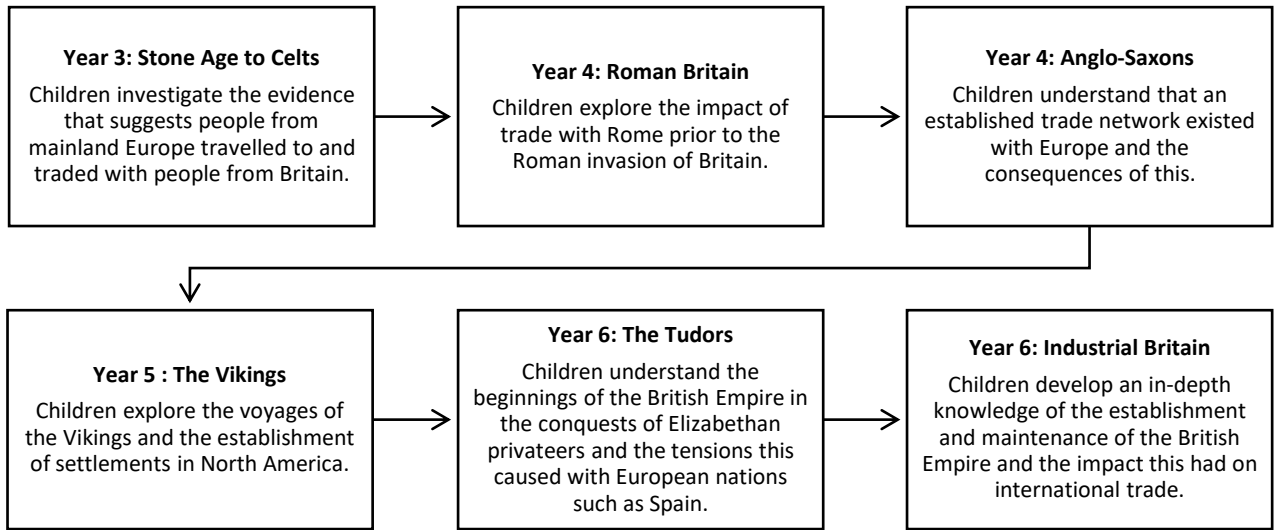
Settlement



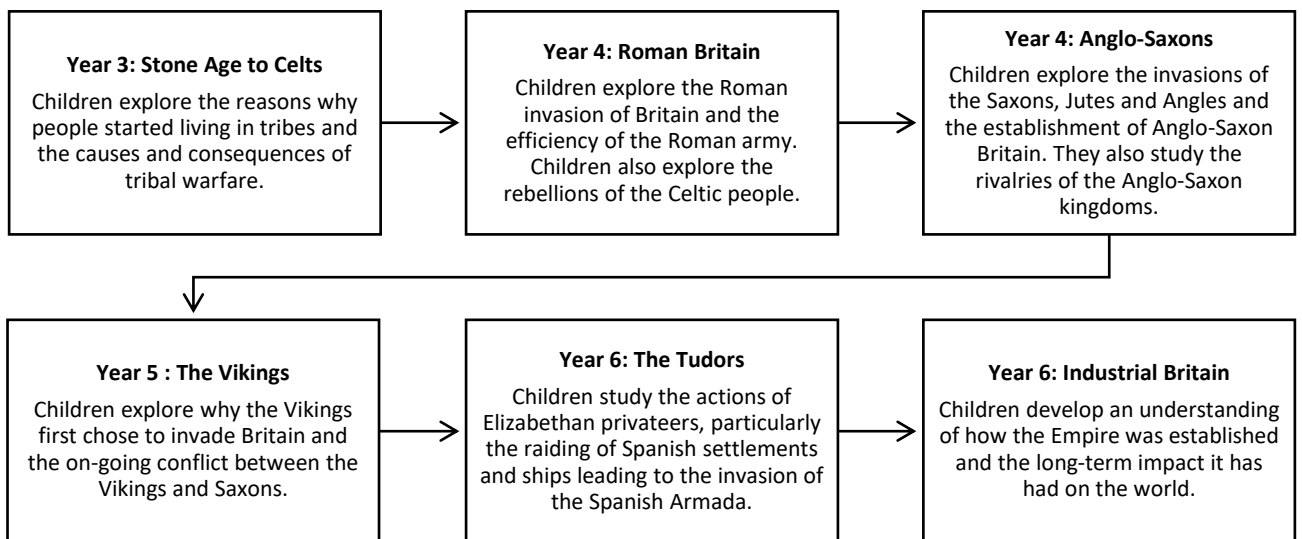
Art and Culture



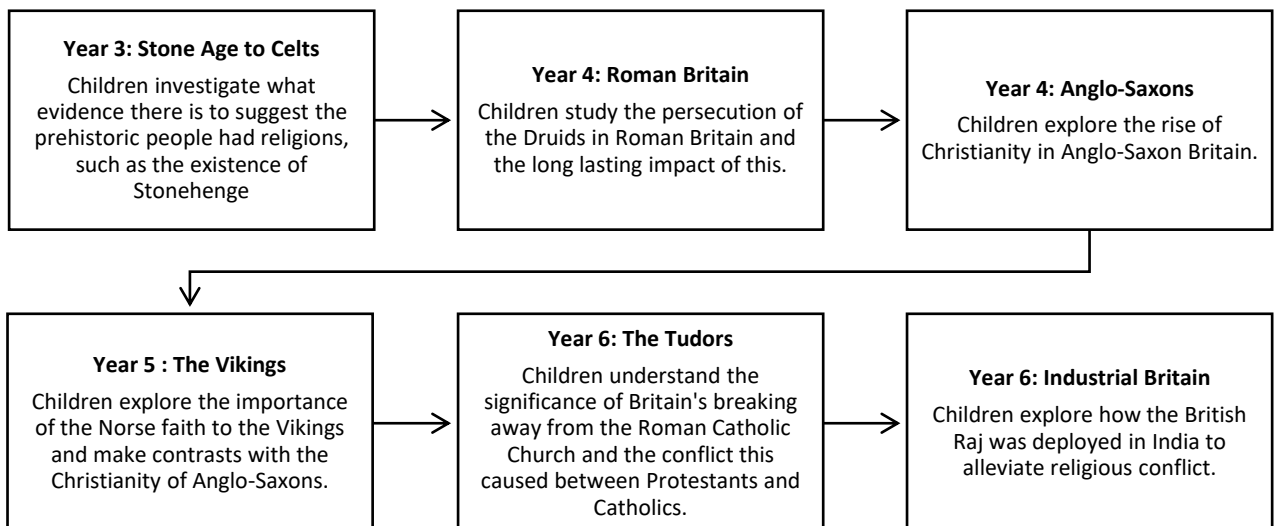
Trade and Travel



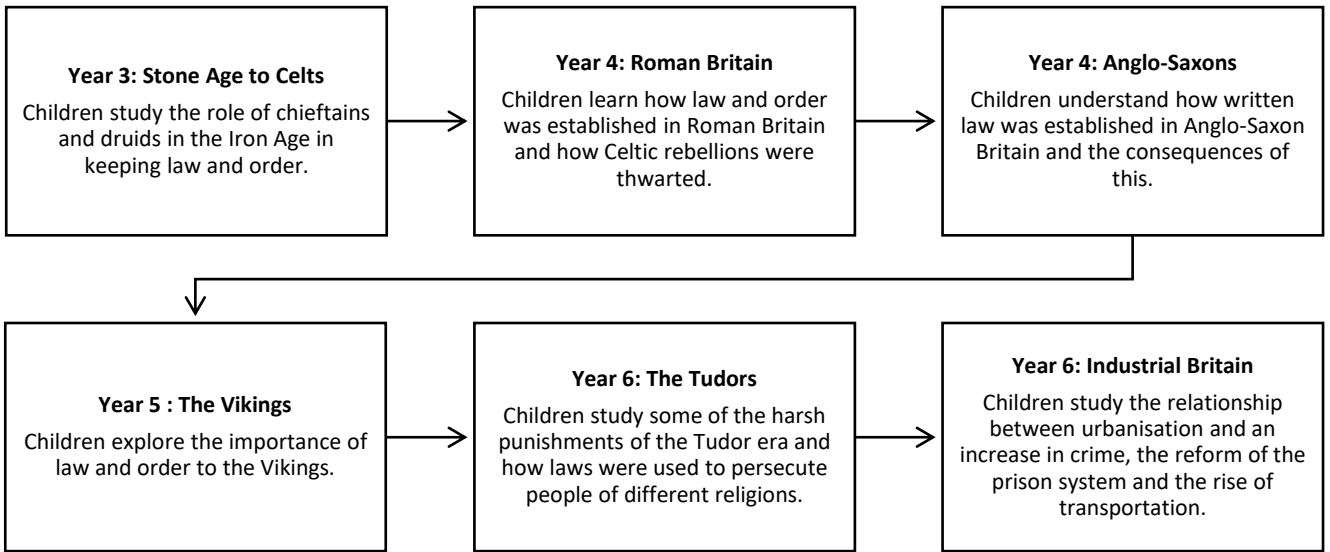
Conflict and Conquest



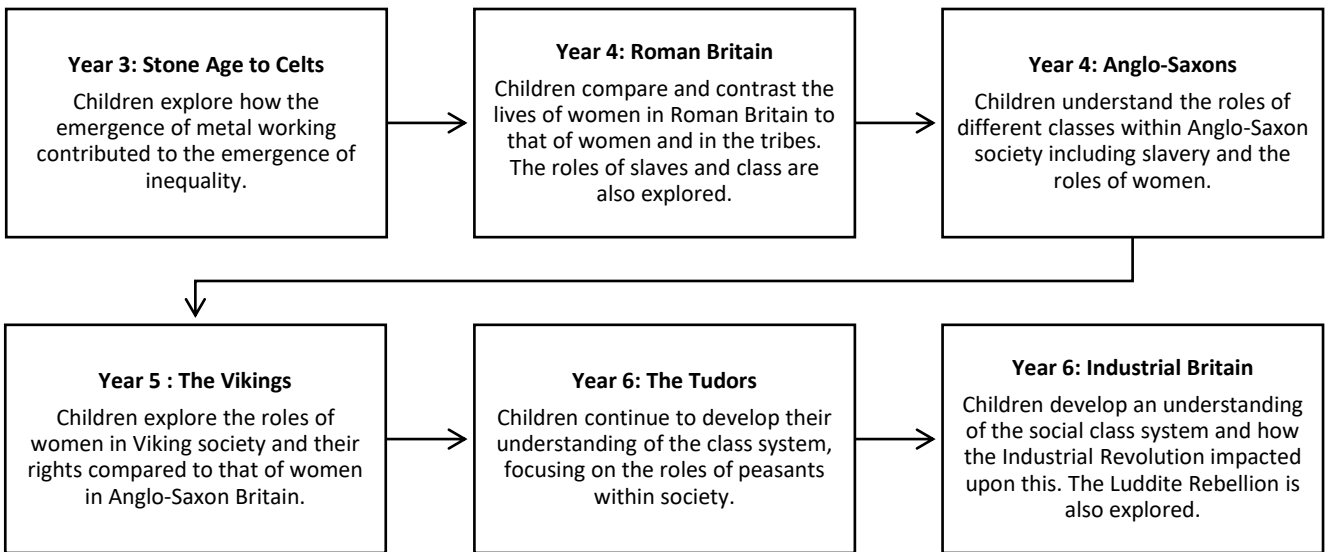
Religion



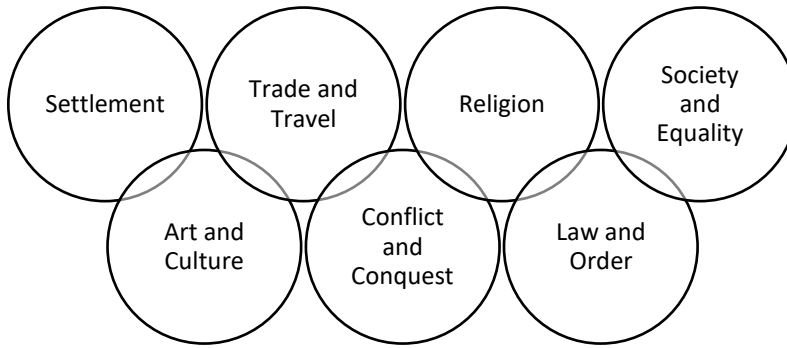
Law and Order



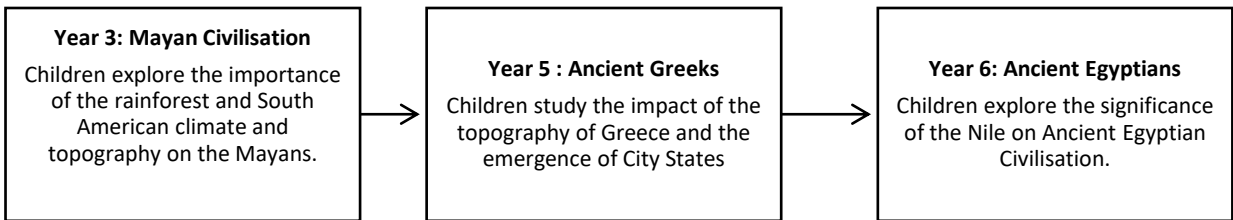
Society and Equality



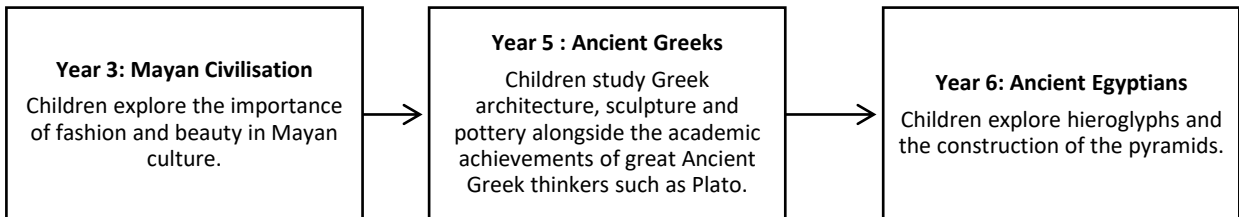
Progression of Themes: Ancient Civilisations



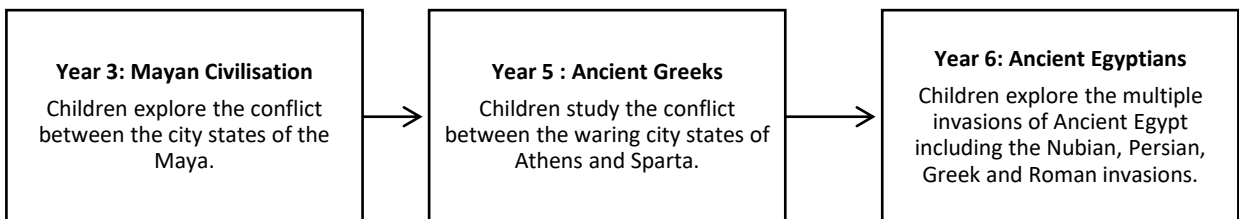
Settlement



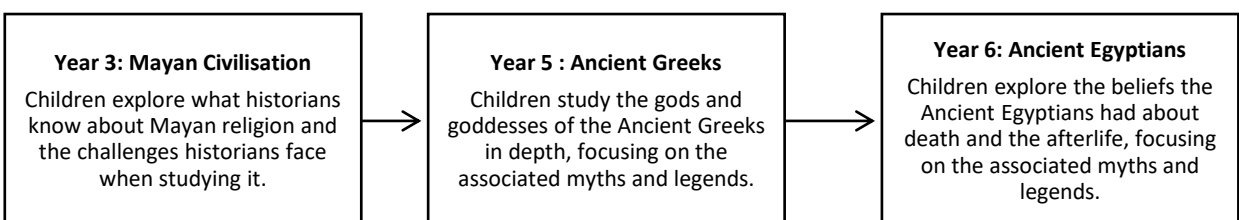
Art and Culture



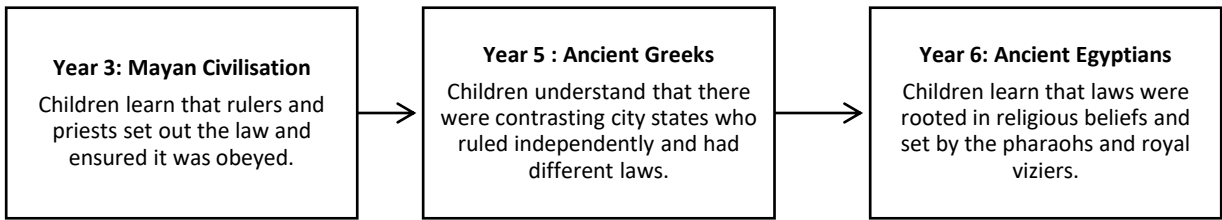
Conflict and Conquest



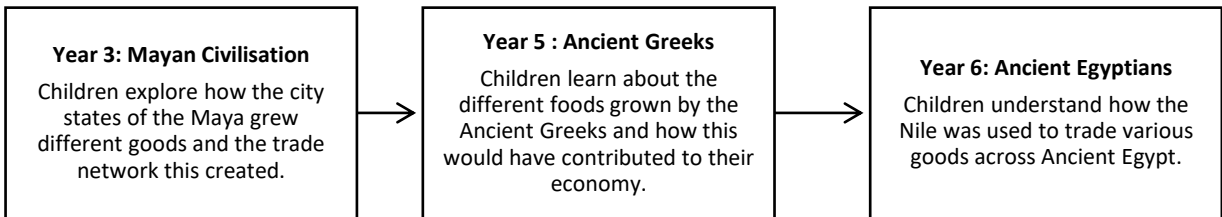
Religion



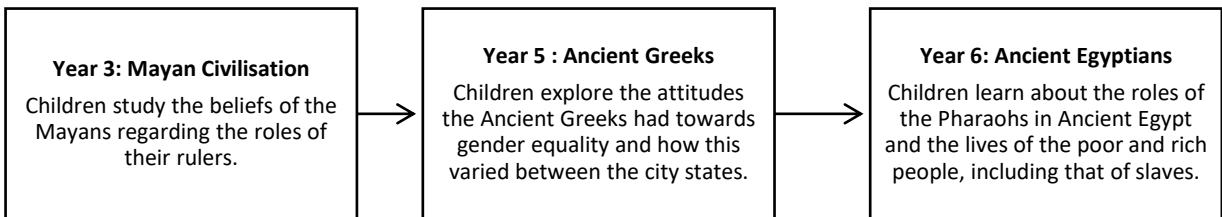
Law and Order



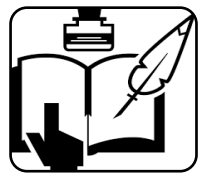
Trade and Travel



Society and Equality



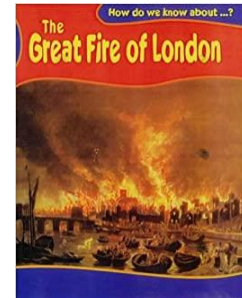
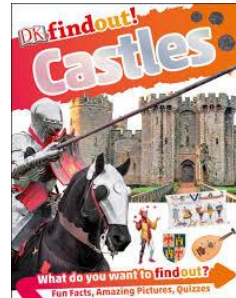
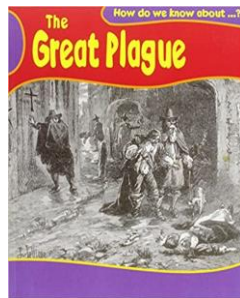
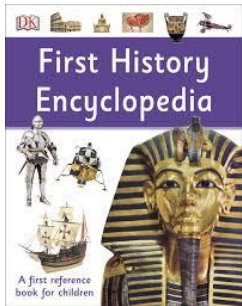
Reading in history



Key reading texts are stipulated for each unit in each year group. Teachers have access to class sets of these texts and use them to develop children's knowledge through reading whilst developing their fluency and proficiency in reading strategies. These texts are used throughout the curriculum to reinforce knowledge and reading fluency.

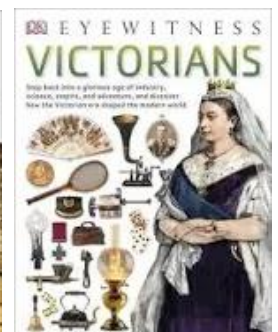
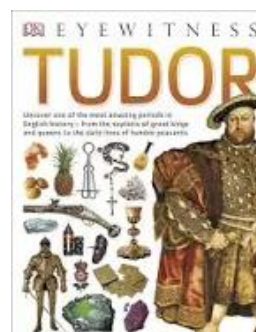
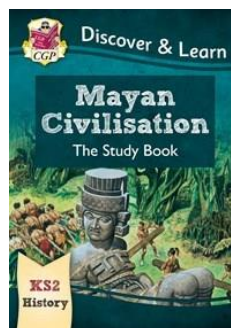
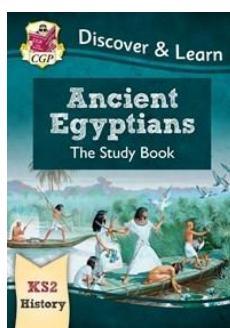
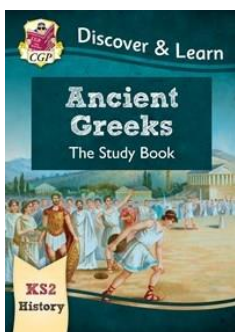
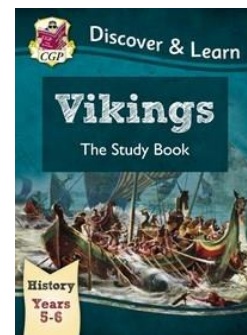
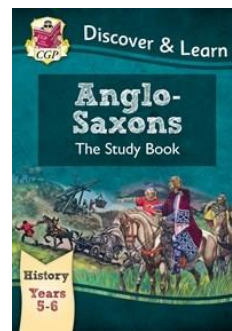
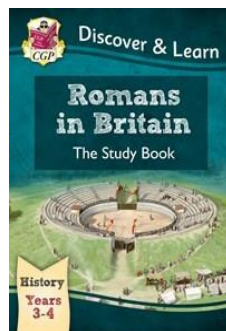
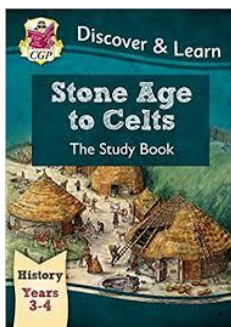
EYFS – Year 3

Teachers of younger children may cut and adapt these texts. In Years 3 and 4, children will be expected to read these texts with increasing levels of independence.

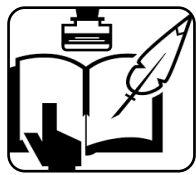


Years 3 – 6

These texts represent an increasing challenge both in terms of content and syntactic complexity. As children develop confidence with a topic they are expected to read with increasing levels of independence.



Writing in history



Writing in history lessons reinforces the knowledge learnt whilst developing children's literacy. Teachers regularly make use of the following sentence activities, amongst others, to reinforce historical knowledge, knowledge of sentence structure and to provide teachers with valuable assessment data.

Scrambled Sentences

Scrambled sentences provide an excellent opportunity to check a child's understanding whilst simultaneously building rigor in their sentence structure. They are easily differentiated and can be used in all year groups.

the British Empire began	of Henry VII	during the reign
was the most powerful empire the world had ever seen	at the height of its power	the British Empire

because, but, so

'Because, but so' as a writing activity embeds the knowledge and demonstrates a child's understanding. Teachers provide children with sentence starters which children have to finish using 'because', 'but' and/or 'so'.

- Sir Walter Raleigh was very popular with Queen Elizabeth I because ...
- Sir Walter Raleigh was very popular with Queen Elizabeth I but ...
- Sir Walter Raleigh was very popular with Queen Elizabeth I so ...

Sentence Combining

Children are given a series of related simple sentences about a topic they have read. They use the knowledge to combine the sentences using conjunctions and adverbials.

Sir Francis Drake became a wealthy man
 Sir Francis Drake raided Spanish settlements
 Sir Francis Drake was popular with Queen Elizabeth I

Cloze Procedures

Teachers provide a partially completed text which summarises the key learning. Children then show their understanding by filling in the gaps.

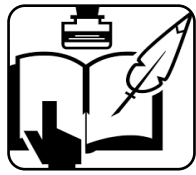
During the _____, explorers from _____ began to discover new lands across the world. When they discovered new lands they would often set up small _____ and live there. These settlements were called _____ the people who lived there were called _____.

Essay Strips

Teachers provide a series of questions, chunked into paragraphs which encourage children to summarise the key learning. As children become more proficient in their ability to summarise key points in writing, teachers can remove the amount of scaffolding.

Why did Philip II launch the Spanish Armada?
<i>What religion was Elizabeth I? How did this differ to Philip II? Which important person did Elizabeth I have executed? Why did Elizabeth I sanction this? How would this have caused tension?</i>
<i>Who were the privateers and what did they do? Give 2 examples of Elizabethan privateers – what did they do which may have angered the Spanish? How would this have caused tension?</i>
<i>When was the armada launched? What was the conclusion of the conflict?</i>

Writing in history



As well as sentence level activities children are also given chance to demonstrate their understanding by writing at length, utilising their developed confidence and knowledge. The examples given below fall into one of our three non-fiction purposes for writing: to inform, persuade and discuss.



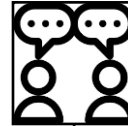
Inform

- A biography of a key figure
- A report summarising key learning of a topic e.g. 'Life in the Stone Age'
- An explanation of a key event e.g. The Defeat Spanish Armada
- An essay expanding on a key question e.g. 'Why did the Vikings invade Britain?'



Persuade

- A speech encouraging workers to join a Luddite rebellion
- An advert for gladiator games



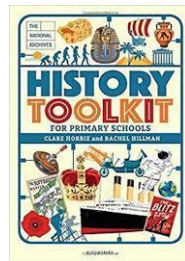
Discuss

- A balanced argument, discussing the merits of both Athenian and Spartan society
- A balanced response to the question 'Was the British Empire a blessing or a curse?'

Thinking like a historian: historical enquiry

Historical enquiry is essential in developing the subject discipline of history. It strengthens children's skills in handling primary evidence, ability to form their own interpretations and to read between the lines. Opportunities for 'Thinking like a historian' are interwoven throughout our curriculum but below are some discrete lessons from the 'History Toolkit' which help reinforce and expand the knowledge learnt in our history curriculum.

The core purposes of these lessons is to ensure all children understand the importance of historical enquiry. Each lesson is based on a single enquiry question and provides children the opportunity to explore a vast range of high-quality primary sources. All lessons below reinforce the declarative knowledge acquired throughout the unit. Full lesson plans are available in the book and high-resolution versions of all sources can be found at <https://www.bloomsburyonlineresources.com/national-archives-history-toolkit-for-primary-schools/>



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Representation and diversity in history



At Edale the quality of representation and diversity in history is always developing. It is essential that our curriculum represents the story of all people. Race, ethnicity, gender, disability, sexual orientation and religious belief must all be taken into account when assessing the quality of representation and diversity in a school's curriculum. Not only must all our children see themselves reflected in our curriculum but it is our duty as educators to ensure the story of all people is told so that children are exposed to stories beyond their immediate experiences.

Representation and diversity in our curriculum is in a constant state of improvement. Below are some examples of how we aim to teach the stories of all people through out history curriculum. However, this work is never finished and our staff are in constant search for more opportunities to improve the representation and diversity of our curriculum.

<p>Y1: The Victorians</p>	<p>Who was Mary Seacole?</p> <ul style="list-style-type: none"> • Understand what the Crimean War was and how it was fought • Explore the life and achievements of Mary Seacole in relation to her achievements as a medical practitioner • Understand the adversity Mary Seacole overcame and the significance of her achievements <p>What was life like for a Victorian child?</p> <ul style="list-style-type: none"> • Children know the differences between the lives of Victorian children and their lives today, including the differences between rich and poor with a focus on clothing, education and leisure activities. • Children will learn about the impact of the rise in industry on the lives of all Victorians, but especially children. They will learn about changes to education (Education Acts) and how this impacted on the lives of young people in Victorian time. They will also learn about societal expectations of gender and how this affected the education that boys/girls received
<p>Year 2: Great Expeditions</p>	<p>Who was Katherine Johnson and why was she important?</p> <ul style="list-style-type: none"> • Children will learn about who Katherine Johnson was, her life and her significance as a historical figure. • Children will compare and contrast the different opportunities and challenges for black girls and women in the 1950s/60s to the present day. • Children will learn about the main achievements of Katherine and her importance in developing the space program in the USA in the 1950s and 60s which led to the Moon Landing in 1969.
<p>Y3: Stone Age to Celts</p>	<p>Where did the first people come from?</p> <ul style="list-style-type: none"> • Using a world map, teachers share the story of the origins of the first humans (East Africa) and the gradual migration to Britain (p6-7)
<p>Y3: Mayan Civilisation</p>	<p>Children study this Central American civilisation in depth (see page. 25)</p>
<p>Y4: Roman Britain</p>	<p>What was life like in Roman Britain? (CGP 30-35)</p> <ul style="list-style-type: none"> • Study what life was like for women and children in Roman Britain and how this contrasted with life in the tribes <p>Who were the Aurelian Moors (Black and British page 10)</p> <ul style="list-style-type: none"> • As part of their learning about Hadrian's wall, children read about the Aurelian Moors and the community of Aballava <p>What do the remains of 'Ivory Bangle Lady' tell us about Black people in Roman Britain? (Black and British page 11)</p> <ul style="list-style-type: none"> • Read about how historians know that Ivory Bangle Lady was mixed race and wealthy. • Discuss what this tells us about Romans' attitudes towards race

<p>Year 4: Anglo-Saxons</p>	<p>What was life like in Anglo-Saxon Britain?</p> <ul style="list-style-type: none"> • Learn about the structure of Anglo-Saxon society, compare this to another society already studied (24-25) • Study the story of Beowulf and its relationship with the excavation site at Sutton Hoo (26-27) • Explore what life was like for people at the bottom of Anglo-Saxon society, especially that of slaves; encourage children to draw comparisons with Roman society (28-29) • Explore the life of Anglo-Saxon women and children and make contrasts with life today (30-33) <p>What was early Anglo-Saxon Britain like?</p> <ul style="list-style-type: none"> • Understand that Britain was made up of different groups – the Scots, Picts, Britons, Angles, Saxons and Jutes – and that these groups controlled different areas and had different cultures
<p>Year 5: Vikings</p>	<p>What did the Vikings believe and how was this difference to the Anglo-Saxons? (CGP 4-7)</p> <ul style="list-style-type: none"> • Explore Viking values and how this contrasted with Anglo-Saxons
<p>Year 5: Ancient Greece</p>	<p>What was life like in Ancient Greece? (CGP 8-19)</p> <ul style="list-style-type: none"> • Explore the life of children in Ancient Greece comparing the lives of boys and girls and the lives of Athenian and Spartan children • Explore the lives of women in Ancient Greece and compare and contrast the lives of poor and wealthy women • Study the lives of some famous women in Ancient Greece: Sappho, The Oracles and Aspasia. <p>What was Ancient Greek culture like? (CGP 20-29)</p> <ul style="list-style-type: none"> • Study the beliefs of the Ancient Greeks in depth and compare and contrast these beliefs to the beliefs of the children in the class
<p>Year 5: The Kingdom of Benin</p>	<p>Children study this West African civilisation in depth (see unit overview).</p>
<p>Y6: The Tudors</p>	<p>Who was John Blanke? (Black and British 12-13)</p> <ul style="list-style-type: none"> • Children read about who John Blanke was and how historians know so much detail about his life <p>Who were Jacques Francis and Mary Fillis? (Black and British 14-15)</p> <ul style="list-style-type: none"> • Read about the stories of Jacques Francis and Mary Fillis. Explore what their stories tell us about how the Tudors viewed race <p>Tudor Britain and West Africa (Black and British 16 -19)</p> <ul style="list-style-type: none"> • Explore how and why the Tudors began trade with West Africa (16-17) • Investigate how interpreters from West Africa helped Tudor Britain trade with West African (18) • Study the story of Diego and the Cimaroons. Discuss the potential link to the 'Drake Jewel' (19) <p>NB: In this unit, children study the life and achievements of Elizabeth I. They also study the reformation, the protestant/catholic conflict of the Tudor era and discuss religious intolerance and the impact of this on society.</p>

<p>Y6: Industrial Britain</p>	<p>Understand the role of the slave trade and the beginnings of the industrial revolution (Black and British 25, 49-49)</p> <ul style="list-style-type: none"> • Use the map on p.25 and the text on p.48-49 to understand the role of the slave trade in the Industrial Revolution <p>Who was Abdul Karim?</p> <ul style="list-style-type: none"> • Explore the role of Abdul Karim in Queen Victoria’s court • Discuss why this individual’s story is not as well-known as it should be <p>Was the British Empire a blessing or a curse? (DK Victorians 34-35 + Pupil Reader; Black and British 52-55)</p> <ul style="list-style-type: none"> • Study the Empire’s rise in North America and its defeat in the American War of Independence • Study the ‘Scramble for Africa’ and the Victorian’s attitudes towards race (Black and British 52-53) • Explore in detail the British Raj in India and discuss whether it was a blessing or a curse for the people of India (pupil reader) <p>NB: children study the concept of class in great depth. They investigate the impact of industrial revolution on society, class, poverty and crime.</p>
<p>Y6: Ancient Egyptians</p>	<p>What was life like for the Ancient Egyptians? (24-33)</p> <ul style="list-style-type: none"> • Compare the houses of rich and poor people in Ancient Egypt • Compare attitudes towards men and women in Ancient Egypt with that of modern day Britain • Study what life was like for Ancient Egyptian children and how the life of children differed depending on your class and/or gender

Year: EYFS	Strand: Focused History	Unit: Dinosaurs
Key Knowledge		
What were the dinosaurs? How do we know about the dinosaurs?		
<ul style="list-style-type: none"> • <i>Are dinosaurs real animals? What were the dinosaurs? What does the word 'dinosaur' mean? What animals do we have today that look like dinosaurs?</i> Children begin to make comparisons between dinosaurs and animals they might see today, focusing on similarities and differences. • <i>How do we know about the dinosaurs?</i> Children explore fossils and bones and look at the role of paleontologists in discovering dinosaurs. • <i>What did they look like? What did they eat? Where did they live? What did their world look like?</i> Children explore and describe dinosaurs and their habitats and know some adaptations that they needed to survive. • <i>What happened to the dinosaurs? Were there people alive at the same time as the dinosaurs?</i> Children begin to explore the chronology of the dinosaurs and time periods in a simple way (using dinosaur toys on a physical timeline). They are introduced to the concept of extinction and make links to why dinosaur bones and fossils are vital sources of information for historians. 		
Vocabulary		
dinosaurs, past, extinct, time period, Triassic, Jurassic, Cretaceous, bones, skeleton, fossil, palaeontologist, herbivore, plants, carnivore, meat, claws, teeth, habitat		
Key Text(s)		
<ul style="list-style-type: none"> • Harry and His Bucketful of Dinosaurs • The Dinosaur that pooped series 		

Year: EYFS	Strand: Focused History	Unit: My History
Key Knowledge		
How have I changed? What important things in my life can I remember?		
<ul style="list-style-type: none"> • <i>Who is in your family?</i> Children are introduced to family trees, exploring the idea of older people and younger people. Children explore life stages of themselves and their families, focusing on how we grow and change over time. • <i>What can you do when you are a baby? Child? Adult? What would you like to be when you grow up?</i> Children begin to recognise that we all have similarities and differences in our lives, likes and dislikes, that we are good at some things and not others. • Children begin to sequence events in our lives at school looking at last month, last week, yesterday, this morning and the chronology and timeline of events. They also start to sequence events in familiar stories using first, then, next, last. • Children discuss and explore celebrations and significant events in family life – birthdays, festival celebrations, holidays, trips and visits, recognising that these things are in the past/they have already happened and we can remember them. 		
Vocabulary		
past, remember, baby, toddler, child, teenager, adult, grow, change, learn, taller, shorter, older, younger, same, different, celebrations, holidays, time, last week, yesterday, this morning, last night, tomorrow		
Key Text(s)		
<ul style="list-style-type: none"> • Scarf planning (PSED), home corner and role play resources/artefacts. 		

Year: 1	Strand: Focused History	Unit: Castles
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Key Knowledge

What is a castle? What were they for? (p.4-9)

- I know that castles were built to defend people
- I know that lots of people could live in a castle
- I know that the early castles were built with wood
- I know that from the 11th century, the Normans started to build castles with stone e.g. Lincoln Castle
- I know that the wooden castles are now all gone but many stone castles are still standing e.g. Lincoln Castle
- I know that castles were often built near rivers so that there was a water supply (for drinking and sewage disposal for example)

Why were castles necessary? (p14-19)

- I know that during this time in Britain there was lots of fighting between tribes and invasions from other countries
- I know that castles were built to protect people and were home to very important people like kings or powerful lords
- I know that castles were designed with features that helped resist attacks e.g, portcullises, battlements and moats

Who was William the Conqueror? Who were the Normans? (BBC Presentation)

- I know that William the Conqueror was a Duke from Normandy, France
- I know that William the Conqueror invaded England in 1066 and defeated Harold Godwinson at the Battle of Hastings
- I know that the Bayeaux Tapestry tells the story of William's victory (continuous provision activity)
- I know that the Normans (William's family) built many of the castles that are still standing in England today

What was life like inside a castle? (p.26-29)

- I know that life for those living inside the castles was different to those living outside
- I know that the peasants worked in the lands outside of the castle growing and harvesting food
- I know that lots of people worked in castles including cooks, nurses, soldiers and butlers

Vocabulary
soldiers, archery, knight, armour, shield, Norman, Battle of Hastings, moat, portcullis, arrow loops, Lord/Lady, jester, invasion, peasants , duke, France

Key Text(s)

DK Findout Castles!

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knights-william-the-conqueror/zmj9g7h>

Assessment Outcome
Children complete one or more of the tasks below:
A. Oracy: in role, children describe the occupations of various residents of people living in castles
B. Oracy: children describe the different parts of a castle

Big Ideas: Chronology and significance
Key Skills: Gain historical perspective and analyse sources

Year: 1	Strand: Focused History	Unit: The Victorians
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Key Knowledge

- The resources for these lessons can be found in the History Toolkit Book and online at <https://www.bloomsburyonlineresources.com/national-archives-history-toolkit-for-primary-schools/>

Who was Queen Victoria? (<https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk>)

- I know that Queen Victoria was Queen during the Victorian times and that's why it's called the 'Victorian' times
- I know that lots changed in the Victorian times such as railways and technology such as cameras
- I know that during this time Britain had an empire of lots of countries with over 400 million people

What toys did children play with in the Victorian times? (History Toolkit page 4-5)

- I can analyse pictures of toys from the Victorian times, discuss them and then draw conclusions
- I can describe some of the toys Victorian children played with (e.g. dolls, marbles, spinning tops)
- I can explain some similarities and some differences between toys in the Victorian times and modern toys
- I know that poor and rich children would have played with different types of toys

What was school like in the Victorian times? (History Toolkit page 6-7)

- I can analyse pictures and sources of schools from the Victorian times, discuss them and then draw conclusions
- I can describe what school was like for Victorian children e.g. the dunce's hat, the cane, separate classrooms for boys and girls
- I can explain some similarities and some differences of school today and a Victorian school
- I know that boys and girls were separated in lots of Victorian schools

What were holidays in the Victorian times? (History Toolkit page 2-3)

- I can analyse pictures and sources of holidays from the Victorian times, discuss them and then draw conclusions
- I can describe what seaside holidays looked like in the Victorian times
- I can describe how Victorians dressed for the seaside and how this is different to today
- I can explain how seaside holidays have changed in the past 150 years

Who was Mary Seacole? (<https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt>)

- I know who Mary Seacole was and how she helped wounded soldiers in the Crimean War
- I know that she used her own money to help the soldiers so when the war ended she was very poor

Vocabulary

rich, poor, wealthy, poverty, leisure, industry, factory, lace work, government, education, gender, abbey, technology, railways, conflict, war, adversity, medicine.

Key Text(s)

DK My First History Encyclopedia

Assessment Outcome

Children compare the lives of poor and wealthy children in the Victorian times

Big Ideas: Chronology and significance, similarity and difference

Key Skills: Gain historical perspective and analyse sources

Year: 2	Strand: Focused History	Unit: The Great Fire of London
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Key Knowledge

Key Text: ‘How do we know about.... The Great Fire of London?’

What happened in the Great Fire of London? (pages 4-13)

- I know when the Great Fire of London happened and can place this event on a timeline (History Toolkit: Lesson 4 page 9)
- I know that the Great Fire of London started in a bakery on Pudding Lane, destroyed one third of the city of London and made 100,000 people homeless. (History Toolkit: Lesson 4 page 9)
- I know that the fire spread so quickly because the houses and buildings were mostly made of wood and were very close together
- I can compare the materials of modern houses with that of houses in the 1600s
- I know that the houses were close together from looking at survey maps of London from the 1600s (History Toolkit: Lesson 4 page 9)
- I know how we know what happened by analysing various historical sources: Wenceslas Hollar’s Survey Map of London; The hearth tax return of Pudding Lane and Agas map (History Toolkit: Lesson 5 page 12)

How did the fire stop? (pages 14-15)

- I know some of the actions taken by people at the time to try and stop the fire e.g. using squirts and buckets of water, pulling houses down using fire hooks, and blowing up buildings.
- I can compare methods used in 1600s with that of the modern day fire service.

What was the impact of the Great Fire? (pages 16-25)

- I understand the importance of the River Thames as a means of escape.
- I know that primary sources from the time can tell us a lot about what happened during the Great Fire of London (e.g. Samuel Pepys Diary)
- I know that King Charles II ordered architects to rebuild London differently – wider streets and brick/stone buildings
- I know how we know how London was rebuilt ((History Toolkit: Lesson 6 page 16)

Vocabulary

fire, London, Samuel Pepys, baker, Pudding Lane, River Thames, diary, ablaze, smoke, King Charles II, explosives, fire break, fire hose, fire hook, St. Paul’s Cathedral, pit, parmesan cheese.

Key Text(s)

Fiction text: Toby and the Great Fire of London- Margaret Nash and Jane Cope
 How Do We Know About...The Great Fire of London
 You Wouldn’t Want to be in The Great Fire of London

Assessment Outcome
 Children to produce a recount in role of a child during the Great Fire of London’
Big Ideas: Chronology and significance
Key Skills: Gain historical perspective and analyse sources

Key Knowledge**What was the Great Plague and when did it happen?**

- I know that the Great Plague was a very serious illness that occurred mostly in London between 1665 and 1666
- I know the main events of the Great Plague and can place these in chronological order

What caused the Great Plague?

- I know that people didn't know what caused the plague at the time but had lots of ideas
- I know that we now know that the fleas on rats carried the plague and these rats travelled on trade ships from other countries.
- I know that London was not a clean place to live for most people and sewage and waste was discarded in the streets and river. This meant it was a perfect home for black rats, which carried fleas which carried the plague.
- I know that London was very crowded and houses were built very close together and this was another reason why the plague spread so quickly

What did people do at the time to try and stop the Great Plague?

- I know that, at the time of the great plague, people thought smelling posies, bathing in milk and licking toads would stop the plague spreading
- I know some ways in which diseases are prevented from spreading today
- I know that some people were put in quarantine to help stop the plague from spreading

Local Case Study: Eyam

- I know the story of the plague village, Eyam in Derbyshire
- <https://www.historic-uk.com/HistoryUK/HistoryofEngland/Why-Is-Eyam-Significant/>

I know how historians know about the plague

- I know, by looking at primary sources, such as Samuel Pepys's diary, what life was like in the time of the great plague
- <https://www.nationalarchives.gov.uk/education/resources/great-plague/>

How did the plague end?

- I know that some historians think the plague was ended by the Great Fire of London but some believe the plague had already stopped before the fire started

Vocabulary

infected, disease, fleas, rats, vermin, fever, remedies, toad, quarantine, population, spread, plague doctor, Samuel Pepys, diary, Mayor, red cross, white cross, posies, hygiene, sanitation

Key Text(s)

<https://www.nationalarchives.gov.uk/education/resources/great-plague/>

The Great Plague- Deborah Fox

Key fiction text: Plague: A Cross on the Door- Anne Turnbull

Samuel Pepys- Izzi Howell

Assessment Outcome

Children can discuss the chronology of the Great Plague and the impact it had on people at the time

Big Ideas: Chronology and significance

Key Skills: Gain historical perspective and analyse sources

Year: 2	Strand: Focused History	Unit: The Space Race and 1969 Moon Landing
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Key Knowledge

What was the Space Race? Why was it so important? (DK Space Travel: p.10-11)

- I know that in the 1950s and 1960s the USA and Russia (then USSR) were very **powerful nations** and were **rivals**
- I know that these two nations were in **fierce competition** to be the first to win the Space Race –to send a person into space
- I know that:
 - In 1957, the USSR launched Sputnik 1 into space – this was the first satellite ever in space
 - In 1957, the USSR launched Sputnik 2 into space – this carried Laika the dog, the first animal to fly around the Earth
 - In 1961, Yuri Gagarin, became the first human in space
 - In 1961, President Kennedy (JFK) challenged the USA to land a man on the moon*
 - In 1969, Neil Armstrong and Buzz Aldrin landed the Apollo 11 on the moon. The USA had won the Space Race.
- *Children see/hear the JFK speech of “We choose to go to the Moon”. (Available on YouTube <https://www.youtube.com/watch?v=iQV9CAJWIVY> , also as a musical piece by *Public Service Broadcasting* in the song “Race for Space”)

What happened in the Apollo 11 Moon Landing? (DK Space Travel: p.24-25)

- I know that that Neil Armstrong, Buzz Aldrin and Michael Collins were the astronauts on board Apollo 11
- I know that on 20 July 1969, Apollo 11 was successful and Neil Armstrong and Buzz Aldrin walked on the Moon
- I know that as Neil Armstrong stepped onto the Moon, he said, “That’s one small step for man, one giant leap for mankind.”
- I know that this event was watched by 650 million people on TV. I have also watched this event <https://www.bbc.co.uk/bitesize/articles/zdb8kty>

Who was Katherine Johnson and why was she important?

- I know that Katherine Johnson was an incredible mathematician who worked for NASA and was developed the Space Programme
- I know that Johnson’s contributions made the Moon Landing possible
- I know that it was very uncommon for black children to go to university because of segregation and that Johnson overcame adversity
- I know that Johnson’s contribution to the Space Programme was only recognised in later life
- <https://www.bbc.co.uk/teach/class-clips-video/articles/zhsncxs>
- <https://www.bbc.co.uk/iplayer/episode/m000wfkj/our-black-history-heroes-series-1-6-katherine-johnson>

Vocabulary

astronaut, spacesuit, NASA, USA, USSR, launch pad, pilot, crater, Pacific Ocean, Saturn V, lunar module, orbit

Key Text(s)

DK Find Out- Space Travel
The Usborne Book of the Moon- Laura Cowan

Assessment Outcome

Children to produce a recount describing the Moon landing

Big Ideas: Chronology and significance

Key Skills: Gain historical perspective and analyse sources

Year: 3	Strand: The Story of Britain	Unit: Stone Age to Celts
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PALAEOLITHIC AGE
How do historians know what life was like in the Stone Age? (CGP: 2-3)

- I know that 'prehistory' refers to the time before people started writing (2-3)
- I know that a primary source is from the period of time being studied and a secondary source is not from the time being studied (2-3)

What were the first people in Britain like? (CGP: 6-7)

- I know that around 950,000 years ago, the Happisburgh people lived in Britain. These people were human but weren't the same as us (Homo sapiens) (6-7)
- I know these people probably moved south because the weather got colder, the ice came down from the north and there were glacial periods. In a glacial period the land is covered in ice. (6-7)

MESOLITHIC AGE
What was life like in the Mesolithic Period? (CGP 12-15)

- I know that around 12000 years ago the landscape and climate in Britain changed after the last glacial period and this meant there were lakes with fish to catch and forests with animals to hunt
- I know historians have found evidence of settlements, such as Starr Carr in Yorkshire, which shows people were no longer just living in caves. They were building shelters which they moved around with. They moved around to follow the animals.
- I know historians can tell what animals were around at the time from the cave paintings of the Mesolithic era
- I know that humans lived a hunter-gatherer lifestyle which meant they hunted animals but also foraged for wild plants

NEOLITHIC AGE
What was life like during the Neolithic Period? (CGP 18-21)

- I know that the Neolithic period refers to the time when people started to build homes where they stayed and started to farm. This meant growing food and keeping animals for helpers and to eat.
- I know that people in the Middle East started living a Neolithic lifestyle around 10,000 years ago (see Lesson 27 of History Toolkit); I know that the Neolithic period started in Britain around 6,500 years ago
- I know that historians have found the remains of homes from about 5,000 years ago at Skara Brae. I know that the people of Skara Brae built small houses, lived in small family groups and ate a mixture of farmed and hunted and gathered food

BRONZE AGE
How did life change during the Bronze Age? (24-25 & 28-29)

- I know that in Britain, around 4000 years ago, people started making tools from bronze (24-25)
- I know that during the Bronze Age there was a difference between poor and rich people for the first time in Britain (28-29)
- I know that people were travelling from mainland Europe to Britain during the Bronze Age and bringing ideas with them (28-29)

IRON AGE
How did life change during the Iron Age? (32-35)

- I know that around 2,700 years ago people began to form alliances with other families and live in tribes, not just families (32-35)
- I know that people began making tools from iron and living in hillforts to protect their belongings from raids (32-35) (See Lesson 29: Iron Age art and culture from History Toolkit)

Vocabulary
archaeologist, bronze, Bronze Age, Celts, cemetery, climate, crop, domesticated, evidence, forage, fossil, glacial period, glacier,, hillfort, historian, hunter-gatherer, Iron Age, mammoth, Mesolithic, Neolithic, prehistory, primary source, ritual, secondary source, settlement, Stone Age

Key Text(s)
Key Text: CGP Stone Age to Celts
<https://www.bbc.com/bitesize/topics/z82hsbk>
<https://www.dkfindout.com/uk/history/stone-age/>

Assessment Outcome
How did life change during the Stone Age?
 Children produce a written account of how life for people changed during the Stone Age, focusing on key cultural, technological and social changes.
Big Ideas: Continuity and Change and Chronology
Key Skills: Draw contrasts, analyse sources, gain historical perspective and formulate arguments

Key Knowledge

Who were the Maya and where did they live? (CGP 2-3)

- I know the Mayans lived in Central America and I can identify this on a map (2-3)
- I know the Mayans lived as hunter-gatherers in Central America and eventually settled as farmers (2-3)
- I know that between AD 250 and AD 900 Mayan civilisation was at its height and the Maya built huge cities with populations of over 10,000 (2-3)
- I know in the early 1500s Spanish invaders arrived in Mayan territory and began to take over; by 1540 the Spanish had conquered most of the Maya territory (2-3)

What were the city states? (CGP 8-9)

- I know that Mayan territory was split into city states – a city and the farmland and villages around it
- I know that each city state had its own ruler who often lived in palaces in the city centre; I know these were very important people; most people lived in small huts and worked the farmland
- I know that these states were far apart but city states would trade goods with one another and have wars (for example Calakmul and Tikal)
- I know that El Mirado (in modern day Guatemala) was at its most powerful around 2000 years ago and was home to tens of thousands of people. I can discuss comparisons to settlements in Iron Age Britain

What did the Maya believe? (CGP 20-25)

Mayan Beliefs (20-21)

- I know that historians cannot be certain what the Maya believed because their beliefs were very complicated and varied from region to region
- I know that the Maya had their own creation story and I can summarise this

Mayan Gods and Goddesses (22-23)

- I know the Maya had many different gods and goddesses who were linked to every part of their daily lives and I know the names and roles of some of these gods: Izamna (creator and medicine); Hun Hunahpu (god of maize); Chaak (god of rain) and K'inich Ahau (the sun god)

Priests, Temples and Sacrifices (24-25)

- I know that priests were very important people (second only to the ruler)
- I know that Mayans built stepped pyramids as temples for the gods
- I know that Mayans made sacrifices to the gods including bloodletting and human sacrifices
- I know that in return for making these offerings (temples and sacrifices) the Maya believed that the gods would grant their city states wealth and success

Non-core Curriculum Objectives

What was life like for the Maya? (CGP 12-17)

Houses (12-13)

- I know that the Mayans could build spectacular homes from limestone for the wealthy (12-13)
- I know that poorer Maya lived in simple huts similar to the ones people in Iron Age Britain lived in (12-13)

Fashion (14-15) (non-core curriculum objective)

- I know some of the extreme things the Maya did to make them look a certain way e.g creating a sloped skull, encouraging cross eyes, tattoos and sharp teeth (14-15)

Farming and Food (19-17)

- I know that the Mayans were successful farmers who had a varied diet including vegetables, fruits, fish, tortillas and chocolate (16-17)

Vocabulary

ancestor, archaeologist, architecture, bloodletting ritual, cacao, city state, climate, excavate, flint, hieroglyph, hunter-gatherer, maize, merchant, myth, priest, trade

Key Text(s)

Key Text: CGP Mayan Civilisation

<https://www.bbc.co.uk/bitesize/topics/zq6svcw>

<https://www.dkfindout.com/uk/history/mayans/>

Assessment Outcome

Mayans: Why was religion so important to the Maya?

Children summarise the key beliefs of the Maya. They make clear the link between farming and food and their gods and rituals

Big Ideas: Interpretation

Key Skills: Gain historical perspective, think critically and weigh evidence, ask perceptive questions and formulate arguments

Key Knowledge**What do we know about life in Britain before the Romans? (revise Y3 Stone Age to Celts unit)**

- I can describe the significant changes to life in Britain from the Stone Age to Iron Age

What was the Roman Empire?

- I know what the Roman Empire was and its geographical breadth

Who was Julius Caesar and why did he want to invade Britain? (CGP: p2-3)

- I understand the significance of Julius Caesar and why he wanted to invade and conquer Britain
- I can compare and contrast between the Celts and Romans (CGP Romans, p2/3)
- I know why Caesar's first invasion failed (CGP Romans, p2/3)

Why was the Roman army so successful? (CGP p.12-13)

- I know the Roman army was highly organized and disciplined and this made it incredibly powerful (CGP Romans, p12/13)
- I know how Roman soldiers dressed and how this helped them become a fearsome army (History Toolkit, p99)

How did the Romans change Britain?

- I know who the Druids were and why the Romans wanted to defeat them (CGP Romans, p16/17)
- I understand what an aqueduct is and why the Romans built them (CGP Romans, p16/17)
- I know how the Romans developed Britain to be more like Rome, building temples, amphitheatres and forums (CGP Romans, p18/19)

Who was Boudica?

- I know about the the rebellion of Boudica and its significance (CGP Romans, p20/21)

What was life like in Roman Britain?

- I understand what life was like for women and children in Roman Britain (CGP Romans, p30/31)
- I know what life was like living in a Roman villa (CGP Romans, p32/33)
- I know that the Romans worshipped many gods similar to the tribes of Britain (CGP Romans, p34/35)
- I know that the Romans accepted the tribes' gods but were less tolerant of Christianity until Emperor Constantine became a Christian in AD 312 (CGP Romans, p34-35)

What does the story of the Aurelian Moors and the remains of 'Ivory Bangle Lady' tell us about Black people in Roman Britain?

- I know of the Aurelian Moors and the community of Aballava (Black and British, p10)
- I understand how historians know that Ivory Bangle Lady was mixed race and wealthy (Black and British, p11)
- I understand what this tells us about Romans' attitudes towards race (Black and British, p10/11)

Why did the Romans leave Britain?

- I understand why the Roman empire began to struggle (CGP Romans, p36/37)
- I know when and why the Romans finally left Britain (CGP Romans, p38/39)

Vocabulary

AD, ally, altar, aqueduct, archaeologist, auxiliary, ballista, BC, Celtic, tribes, chariot, Christianity, citizen, client king, conquer, dictator, Druid, emperor, empire, evidence, furnace, Gaul, gladiator, government, governor, hillfort, hoard, hostage, hypocaust, Icenii, imported, Iron Age, kingdom, Latin, mass grave, microscope, mosaic, oppidum, Pagan, Picts, pension, public bath, raid, rebel, rebellion, Roman Empire, , Saxons, Scots, settlement, taxes, tides, timeline, villa

Key Text(s)

Key Text: CGP Roman Britain; Black and British

<https://www.bbc.com/bitesize/topics/zwmpfg8>

<https://www.dkfindout.com/uk/history/ancient-rome/>

Assessment Outcome**How did the Romans conquer Britain?**

Children analyse how the Romans were able to conquer Britain, focusing on the vulnerabilities of the Celtic tribes and the military and technological prowess of the Roman army.

Big Ideas: Significance and cause and consequence

Key Skills: Draw contrasts, analyse sources, gain historical perspective and formulate arguments

What happened after the Romans left Britain? (p. 6-7)

- I know that life in Britain was difficult after the Romans left because the Scots and Picts attacked towns and there was no army to stop them
- I know that the Jutes, Angles and Saxons were from Denmark and Germany.
- I know that the Jutes, Angles and Saxons began to settle in Britain after the Romans left.
- I know that the story of Hengist and Horsa was first recorded by Gildas the Monk who was writing almost 100 years later; because of this, we cannot be certain it is accurate.

Why did the Angles, Saxons and Jutes attack and settle in Britain? (p. 10-11)

- I know that Britain had good farmland and this was a 'pull' factor for Angles, Saxons and Jutes
- I know historians now believe many Angles, Saxons and Jutes settled in Britain peacefully, living in small villages amongst the Britons
- I know there were battles between the Britons and the new settlers – one of these was the Battle of Mons Badonicus (AD 500) where General Ambrosius Aurelianus defeated a Saxon army.
- I know King Arthur is a fictional character based on General Ambrosius

What was life like in an Anglo-Saxon settlement? (p. 12-13)

- I know that most Anglo-Saxons lived in small villages
- I know men captured in battle, or their families, were enslaved. Enslaved people did the hard and dirty work
- I know Anglo-Saxon homes were not as advanced as Roman villas

What was life like for Anglo-Saxon women and children? (p. 14-15)

- I know women and men were more equal in Anglo-Saxon times compare to the Roman era, for example, women could own their own businesses
- I know children would have to work as soon as they were physically able
- I know that archaeologists can tell how old someone was when they died and that we know many women died in childbirth in the Anglo-Saxon times

Did the Anglo-Saxons fight each other? (p. 18-19)

- I know that Anglo-Saxon Britain was divided into 7 different kingdoms and that these kingdoms often fought one another for land
- I know that not all of Britain was ruled by the Anglo-Saxons: Wales, Scotland and the southwest of England was still ruled by Britons

Did the Anglo-Saxons have links with the wider world? (p. 29-29)

- I know that Anglo-Saxons bought and traded goods from all over the world
- I know that archaeologists have completed excavations and found evidence of trade links from all over the world

What important discovery was made at Sutton Hoo in Suffolk? (History Toolkit:L p.106-107)

- I know that the discovery at Sutton Hoo tells us that Anglo-Saxons traded with other countries all over the world

Vocabulary

Angles, Anglo-Saxons, archaeological evidence, archaeologist, bretwalda, Britons, Celts, conquer, hoard, Jutes, kingdom, legend, monastery, nobleman or woman, Pagan, Picts, raiders, Roman Empire, Romans, Saxons, Scots, settlement, source, sword hilt, tribe, Viking

Key Text(s)

Key Text: CGP Anglo-Saxons
<https://www.bbc.com/bitesize/topics/zxsbcdm>

Assessment Outcome**What does Sutton Hoo tell us about the Anglo-Saxons ?**

Children summarise the findings of Sutton Hoo by analyzing primary sources and forming conclusions about what they tell us about Anglo-Saxon culture

Big Ideas: Similarity and difference

Key Skills: Draw contrasts, analyse sources, gain historical perspective and formulate arguments

Who were the Vikings? Where did they come from and why did they invade Britain? (CGP 2-3)

- I know the Vikings came from Norway, Sweden and Denmark (Scandinavia) and can locate these places on a map
- I know that the Vikings were Norsemen who travelled abroad by sea on longships to raid, trade and explore
- I know that historians think that the Vikings began to settle in Britain because of the warmer climate and fertile land
- I know that when the Vikings weren't raiding they were farmers and landowners

How were Anglo-Saxons and the Vikings similar and how were they different? (CGP 4-7)

- I know that the Anglo-Saxons living in Britain had originally come from similar places to the Vikings so their cultures and languages had some similarities
- I know that the Norse religion was pagan and the Anglo-Saxons were Christian and that these were very different beliefs
- I know that the Vikings believed in Odin and Thor and can summarise some of the Norse myths (not CGP sourced)
- I know that the Vikings believed that if you died bravely in battle you would go to Valhalla, a hall in Asgard, where Odin ruled

How did the Vikings explore the world? (CGP 8-11)

- I know that the Vikings managed to travel as far as Canada, Syria and Iraq
- I know that the Vikings used the stars and the Sun to navigate
- I know that the Viking longships were fast, light and easy to move which was useful for raiding
- I know that the Vikings traded in slaves across Europe and Asia

Did the Vikings conquer Britain? (CGP 12-13, 16-17, 18-19)

- I know that the raid on Lindisfarne was violent and surprised the Anglo-Saxon Christians
- I know that the Vikings continued to raid settlements along the coast, eventually settling themselves in places like Orkney
- I know that England was split into four smaller kingdoms: Northumbria, Mercia, East Anglia and Wessex which were ruled by separate kings who often fought one another. This made it easier for the Vikings to attack these kingdoms.

Who was Alfred the Great and why was he important? (CGP 22 – 23; History Toolkit: 113)

- I know that the Vikings continued to invade Britain and that Wessex (Alfred's kingdom) was the only undefeated kingdom
- I know that Alfred forced the Vikings to sign a treaty which gave them an area to own called Danelaw

What was Danelaw and what life was like there? (CGP 24 - 27)

- I know that ordinary Anglo-Saxon people would have worked under Viking leaders in Danelaw
- I know that some Vikings would have married Anglo-Saxon women
- I know that archaeologists have learnt through excavations about how Vikings lived in York:
 - houses were laid out in a grid pattern
 - houses were built of wood
 - there were workshops, toilets, animal pens and wells
 - goods from all over the world were traded

Vocabulary

Anglo-Saxons, archaeologist, baptize, Christian, Danelaw, Danes, excavation, harvest, hilt, hoard, longship, legend, loot, massacre, mead, monastery, navigate, Norsemen, overlord, Paganism, plunder, raid, saga, Scandinavia, trade, treaty, Valhalla,

Key Text(s)

Key Text: CGP Vikings

<https://www.dkfindout.com/uk/history/vikings/>

<https://www.bbc.com/bitesize/topics/ztyr9j6>

Assessment Outcome**Why was religion so important to the Vikings and Anglo-Saxons?**

Children apply their substantial knowledge about Vikings and Anglo-Saxons to compare and contrast these two belief systems, focusing on the important role religion played in both societies.

Big Ideas: Similarity and Difference and Significance

Key Skills: gain historical perspective, draw contrasts and formulate arguments

Year: 5	Strand: Ancient Civilisations	Unit: Ancient Greece
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Key Knowledge

Where and when did the Ancient Greeks live?

- I know the importance of Grecian geography and climate upon Greek lifestyles and diet (CGP Ancient Greeks, p2/3, p14/15)
- I know some of the methods used by archeologists in order to understand Ancient Greek life (CGP Ancient Greeks, p2/3)
- I understand what a city state is and know the names of the main ones (CGP Ancient Greeks, p2/3)

What was Ancient Greek society like?

- I understand the lifestyles of the average person in Ancient Greece and can compare that to my own/others in history (CGP Ancient Greeks, p8/9)
- I understand the roles of women and children in Ancient Greece (CGP Ancient Greeks, p10/11, 12/13)
- I know the stories of famous Ancient Greek women and the impact they had on society (CGP Ancient Greeks, p18/19)

What is mythology? Why was it important to the Ancient Greeks?

- I know what the Ancient Greeks believed and the roles that their Gods played in society (CGP Ancient Greeks, p20/21)
- I understand the importance of mythology in Ancient Greek life and can retell the narrative of a selection (CGP Ancient Greeks, p22/23, Greek mythology anthology)

What is the lasting legacy of the Ancient Greeks?

- I understand the importance of theatre in Ancient Greek society and recognise the impact this has had on modern entertainment ((CGP Ancient Greeks, p24/25)
- I understand the importance of the Olympic Games in Ancient Greek life and its differences to the modern version (CGP Ancient Greeks, p18/19)
- I know of the achievements of famous Ancient Greek thinkers such as Democritus, Socrates, Plato, Aristotle, Hippocrates and Archimedes (CGP Ancient Greeks, p28/29)
- I understand the term ‘democracy’ and its origins as well as other important feats achieved by the Ancient Greeks and the legacy left behind by them (CGP Ancient Greeks, p 34/35)

Further reading (not core curriculum)

- I understand the achievements of Alexander the Great and his role in the rise and fall of his empire (CGP Ancient Greeks, p32/33)
- I understand the differences between the major city states of Ancient Greece and know of the key battles between some of them (CGP Ancient Greeks, p5/6/7)
- I understand the key features of warfare in Ancient Greece and some of the famous stories about notorious battles (CGP Ancient Greeks, p30/31)
- I know of famous Greek architecture and art including techniques and famous landmarks still in place today (CGP Ancient Greeks, p26/27)

Vocabulary

acropolis, agoge, altar, ancestor, andron., archaeologist, architecture, atom, caryatid, chamber pot, chariot, city-state, comedy, courtyard, democracy, excavate, flax, foundation, gymnasium, gynaecium, hoplite, immortal, labyrinth, legend, myth, Oracle, oxen, Parthenon, phalanx, philosophy, politician, prophecy, Sphinx, stadion, symposia, symptom, temple, Titan, tragedy, trident, volume

Key Text(s)

Key Text: CGP Ancient Greeks
<https://www.bbc.co.uk/bitesize/topics/z87tn39>
<https://www.dkfindout.com/uk/history/ancient-greece/>

Assessment Outcome

Ancient Greeks: What impact have the Ancient Greeks had on the modern world?

Children analyse the impact of the ancient civilisation on the modern world, focusing on democracy, science and philosophy, art and culture and architecture.

Big Ideas: Chronology, Continuity and change and Significance

Key Skills: Gain historical perspective, Think critically and weigh evidence, Ask perceptive questions and Formulate arguments

Key Knowledge

Where when and what was the Kingdom of Benin? (A question of history, 4/5)

- I can use timelines to explore when the Kingdom of Benin was
- I can use maps to locate where the Kingdom of Benin was and where modern day Benin is
- I understand about how historians know about the Kingdom of Benin despite the lack of written records

The Rise of Benin: how did Benin become so powerful?

- I know that Benin began as scattered communities that formed the powerful kingdom over the course of 500 years
- I know the first kingdom: Igodomigodo, ruled by kings called Ogisos
- I understand how the first Oba was established
- I know of famous artefacts e.g. brass head of an Oba. Observe how the wove cap and coral necklaces are signs of wealth and power

What was Benin City like? (Explore: Benin, p8/9)

- I can use artefacts to explore what life was like in Benin City. Discuss the implications of primary and secondary sources.
- I can compare Benin City to other areas at the time. Discuss how European visitors were attracted to Benin city as it was grand, spacious and clean and had a low crime rate
- I know the key features of Benin such as its walled defences and advanced technology

What was society like in Benin? (Explore: Benin, p10/11)

- I understand that artefacts mainly depict the lives of the wealthy and powerful in Benin so it is hard to know what everyday life was like for typical Benin citizens
- I know the hierarchy in Benin: Obas (kings), Uzama, chiefs, officials, Iyoba (Queen mother).
- I understand the folklore around the monarchy e.g. citizens believed that the Obas did not eat or drink; People believed that the Queen Mother had magical powers.
- I understand the importance of crafts and how craftsmen formed guilds and lived in the same areas
- I understand the role of women: cooking, cleaning and taking care of family. Compare this life to the Iyoba.

How did trade allow Benin to prosper? (Explore: Benin, p14/15)

- I know of the major imports and exports of Benin
- I understand that Benin did not produce all of its exports: they sold goods from neighbouring kingdoms for a profit
- I know of the slave trade and understand that Benin captured people from neighbouring kingdoms to sell as slaves

How did the armies of Benin achieve power? (Explore: Benin, p16/17)

- I know that Benin had a large and powerful army that was funded by the profits of trade and slavery.
- I understand major aspects of warfare in Benin and the role of Portuguese mercenaries

What was the impact of the British Invasion? (Explore: Benin, p26/27)

- I know the events of the 'Benin Massacre' and the aftermath: British retaliation, the destruction Benin City, the Oba's exile
- I know that Benin became a part of The British Empire in 1897

Further learning: non-core curriculum

What can we learn from the art of Benin? (Explore: Benin, p20/21)

- I can explore the arts of Benin through pictures: bronze plaques and the stories they tell, bronze heads, carved ivory
- <https://www.britishmuseum.org/about-us/british-museum-story/objects-news/benin-bronze>
- I can observe work of latter-day artists, such as Picasso, and how they were inspired by the art of Africa during this period
- I understand the symbolism of animals in art e.g. crocodiles representing the Oba

Vocabulary:

Kingdom, Edo, CE, oral history, Ogisos, Yoruba, Oba, trade, oral history, coral, inhabitants, century, monarchy, Iyoba, guild, craftsmen, import, export, military, colonisation, exile

Key Text(s)

- Explore! Benin
- A question of history: Kingdom of Benin
- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zpvckqt/articles/z3n7mp3>
- The Historical Association <https://www.history.org.uk/>
- DK Knowledge Encyclopedia of History

Assessment Outcome

Big Ideas: Chronology, Continuity and change and Significance

Key Skills: Gain historical perspective, Think critically and weigh evidence, Ask perceptive questions and Formulate arguments

What was the industrial revolution? (8-9)

- I know that before the Industrial Revolution, cotton was mostly made in people's homes on spinning wheels and looms
- I know that in the 18th century, machines were introduced which could mass produce cotton in factories
- I know that people had to move to where there were factories to work. This meant cities grew much bigger (e.g. Manchester, London, Birmingham and Nottingham)

How did the Industrial Revolution impact the lives of working people? (14-15)

- I know that conditions for workers in these factories were tough and wages were low
- I know that living conditions in industrial towns were poor and disease was common
- I know that children worked in mines and factories
- I know that from the 1850s reforms were made and working conditions improved

What was the Luddite Rebellion? (Pupil Reader)

- I know that some working people were not happy with the industrialisation of the cotton trade. They vandalized machines and rioted. An example of this was the 'Luddite Rebellion' which started in Nottingham.

How was crime and punishment affected by the industrial revolution? (Pupil Reader)

- I know overcrowding and poverty in industrial towns led to more crime
- I know that factories, banks and the homes of the middle and upper classes provided tempting targets for thieves
- I know that children were often used by gangs to help with burglaries and pickpocketing
- I know that Sir Robert Peel set up the first police force in the 1820s, by the 1850s most towns has a police force

What was done to help poor people during the industrial revolution? (28-29)

- I know that private or church-funded charity came before state help for the poor people of Britain. An example of this was the Salvation Army set up by William Booth
- I know that workhouses were established to house people who could not support themselves – mostly the unemployed or elderly. I know that conditions in the workhouses were unpleasant.

Was the British Empire a blessing or a curse? (DK Victorians 34-35 + Pupil Reader; Black and British 52-55)

- I know of the Empire's rise in North America and its defeat in the American War of Independence
- I know about the 'Scramble for Africa' and the Victorian's attitudes towards race (Black and British 52-53)
- I know what the British Raj in India was and can discuss whether it was a blessing or a curse for the people of India

How did the industrial revolution affect the slave trade? (Black and British 25, 49-49)

- Use the map on p.25 and the text on p.48-49 to understand the role of the slave trade in the Industrial Revolution

Vocabulary

back-to-back housing, cholera, class, cottage industry, exploitation, industry, industrial revolution, mass production, mechanization, middle class, mill, missionary, rural, sanitation, slums, socialist, textiles, typhoid, upper class, urban, workhouse, working class

Key Text(s)

Key Text: DK Eyewitness Victorians; Black and British
Industrial Britain Pupil Reader & The British Empire Pupil Reader
<https://www.dkfindout.com/uk/history/victorian-britain/>
<https://www.bbc.co.uk/programmes/p05908yt>
<https://www.bbc.com/bitesize/topics/zcjxhyc/resources/1>
<https://www.bbc.co.uk/programmes/p06991h2>

Assessment Outcome**What was the impact of the Industrial Revolution on Britain?**

Children analyse the social, cultural, economic and political changes that took place in Britain during the Industrial Revolution. They explore the impact these changes had on Britain and the wider world.

Big Ideas: Continuity and Change, Chronology and Significance

Key Skills: Draw contrasts, analyse sources, think critically, gain historical perspective and formulate arguments

Year: 6	Strand: Ancient Civilisations	Unit: Ancient Egyptians
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Key Knowledge

When and where did the Ancient Egyptians live? (CGP 2-9)

- I know the timeline of the Ancient Egyptians from the first settlements of the nomadic tribes to the settlements of the Memphis and the three kingdoms
- I understand the importance of the Nile in helping the Egyptians overcome the challenging climate.
- I know of the farming methods of the Ancient Egyptians, emphasising the importance of the Nile
- I understand the methods used by Egyptologists and archaeologists and how this has developed our understanding of Ancient Egypt
- I know of the hieroglyphics of the Ancient Egyptians and the importance of Champollion’s deciphering of the Rosetta Stone

Who were the pharaohs? (CGP 10-13)

- I know the beliefs Ancient Egyptians had about their pharaohs and their roles and responsibilities. Compare and contrast these with the beliefs of the Ancient Maya (Year 3 topic) and/or the Ancient Greeks (Year 5)
- I know the lives and legacies of some of the pharaohs such as: Hatshepsut, Akhenaten, Neferiti, Tutankhamun, Ramesses II and Cleopatra

What did the Ancient Egyptians believe? (CGP 14-23)

- I know of a selection of Ancient Egyptian gods including Ra, Osiris, Horus, Thoth and Anubis. Compare and contrast these with deities from other ancient civilisations studied
- I know the roles of priests in Ancient Egyptian religion and the importance of temples such as Karnak.
- I understand the Ancient Egyptian beliefs about the afterlife and mummification
- I understand the process of mummification in detail
- I know the importance of the pyramids to the Ancient Egyptians, why they built them and how they built them

What was life like for the Ancient Egyptians? (24-33)

- I know the differences between the houses of rich and poor people in Ancient Egypt
- I understand the attitudes towards men and women in Ancient Egypt and their comparison to that of modern day Britain
- I know what life was like for Ancient Egyptian children and how the life of children differed depending on your class and/or gender
- I understand the impact that Ancient Egyptian trade and travel had on Egypt’s relationship with the rest of the world
- I understand the impact of Egypt’s climate on clothing

Further learning: non-core curriculum

What happened to the Ancient Egyptians? (34-35)

- I know of multiple invasions of Ancient Egypt including the Nubian, Persian, Greek and Roman invasions
- I understand the impact of conquest on a society’s culture and identity

Vocabulary

Akhet, ankh, archaeologist, bartering, Blue Nile, burial chamber, Canopic jar, chariot, demotic, Duat, Egyptologist, excavate, goldsmith, hieratic, hieroglyphs, high priest, jackal, kohl, lapis lazuli, legend, linen, merchant, mummy, natron salt, Nile, obelisk, papyrus, Peret, pharaoh, pyramid, sanctuary, scarab, scribe, shaduf, Shemu, shrine, tax, tomb raiders, White Nile

Key Text(s)

Key Text: CGP Ancient Egyptians

<https://www.bbc.co.uk/bitesize/topics/zg87xnb>

<https://www.dkfindout.com/uk/history/ancient-egypt/>

Assessment Outcome

Ancient Egyptians: How did the Ancient Egyptian civilisation last for so long?

Children explore the achievements of this civilisation and analyse the factors that allowed it to flourish for so long

Big Ideas: Chronology, Continuity and change and Significance

Key Skills: Gain historical perspective, Think critically and weigh evidence, Ask perceptive questions and Formulate arguments