

Curriculum Objectives	Vocabulary	Links Across the Curriculum
-----------------------	------------	-----------------------------

<p>Early Learning Goal—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. 	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">Before</td> <td style="width:25%;">In front of a period of time</td> <td style="width:15%;">Dinosaurs</td> <td style="width:45%;">An extinct animal living millions of year ago.</td> </tr> <tr> <td>After</td> <td>In the time following</td> <td>Baby</td> <td>A very young child</td> </tr> <tr> <td>Now</td> <td>At the present time</td> <td>past</td> <td>Gone by in time and no longer existing</td> </tr> <tr> <td>yesterday</td> <td>The day before today</td> <td></td> <td></td> </tr> <tr> <td>Today</td> <td>On or during the course of this present day</td> <td></td> <td></td> </tr> <tr> <td>tomorrow</td> <td>On the day after today</td> <td></td> <td></td> </tr> </table>	Before	In front of a period of time	Dinosaurs	An extinct animal living millions of year ago.	After	In the time following	Baby	A very young child	Now	At the present time	past	Gone by in time and no longer existing	yesterday	The day before today			Today	On or during the course of this present day			tomorrow	On the day after today			<p>English - Dinosaurs love underpants Small world and role play - modes of transport PE - movement (particularly fine and gross motor) PSHE - families - significant people</p>
Before	In front of a period of time	Dinosaurs	An extinct animal living millions of year ago.																							
After	In the time following	Baby	A very young child																							
Now	At the present time	past	Gone by in time and no longer existing																							
yesterday	The day before today																									
Today	On or during the course of this present day																									
tomorrow	On the day after today																									

Preparing for...	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
------------------	---------------------------------------	---------------------------------

1. Historical language	Children to understand basic language of chronology - before, after, then, now, yesterday, today, tomorrow, a long long time ago...	Children to use language related to time. Children to sequence simple events
2. Through the Ages	Children must understand that dinosaurs were millions of years ago. Children must be clear that dinosaurs did not live alongside humans.	Children to understand dinosaurs lived long before humans
3. Movement and Migration theme	Children will use different types of transport themed toys through their play (cars, lorries, planes, trucks, tractors etc)	Children to group objects into past and present
4. Awareness of past history	Children to understand their past life through photos - children and their families from different points of life eg baby, toddler. Pictures could also include significant life events e.g birthdays and other celebrations.	Children to understand different stages of human life

Historical Themes	Diversity in the Curriculum
-------------------	-----------------------------

<i>Movement and Migration</i>	Children will play with different toys which represent movement e.g. cars, trucks, planes etc and learn the vocabulary. Children will learn about their own movements e.g. run, walk, roll, hop, skip etc.	People of different ethnicities will be represented through texts learned
<i>Achievements</i>	Children will learn that if you do something well you may be praised or rewarded e.g. a smile, verbal praise, a sticker etc.	

Outcome	Character Traits	Stickability	WOW
To be able to group objects, images or events in past/present/future.	Curious Articulate	How will you ensure the children retain the knowledge of the unit? E.g. Google docs assessment, kahoots quizzes, starters to recap, working wall,	Hooks Trips Visitors

Curriculum Objectives	Vocabulary	Links Across the Curriculum
-----------------------	------------	-----------------------------

<p>Early Learning Goal—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. 	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>Past</td> <td>Time before now</td> <td>elderly</td> <td>A polite word for old</td> </tr> <tr> <td>Present</td> <td>Right now</td> <td>teenager</td> <td>A person between 13 and 19 years old</td> </tr> <tr> <td>Future</td> <td>A time later than now</td> <td>toddler</td> <td>A child who has recently learnt to walk</td> </tr> </table>	Past	Time before now	elderly	A polite word for old	Present	Right now	teenager	A person between 13 and 19 years old	Future	A time later than now	toddler	A child who has recently learnt to walk	<p>English - Rushey Reading Spine - preparing for history books PE - locomotion PSHE - families - significant people People who help us</p>
Past	Time before now	elderly	A polite word for old											
Present	Right now	teenager	A person between 13 and 19 years old											
Future	A time later than now	toddler	A child who has recently learnt to walk											

Preparing for...	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
------------------	---------------------------------------	---------------------------------

1. Historical language	Children to understand basic language of chronology - before, after, then, now, yesterday, today, tomorrow, a long long time ago..., last week, last month, last year, before I was born,	Children to use language related to time.
2. Great Fire of London	Children must understand that wood burns. Children to have seen a fire during Forest Schools. Children need to understand the role of the Fire Service and how in present day they would call 999 and the Fire Service would come quickly and deal with the fire.	Children to sequence simple events Children to group objects into past and present Children to understand the importance of fire safety
3. Movement and Migration theme	Children must leave EYFS with a confident knowledge of different modes of transport to prepare them for the theme of movement and migration. Children will study different modes of transport during their Marvellous Machines topic. Children will also listen to a set list of books with a variety of modes of transport through the reading spine.	Children to explore a range of different types of transport
4. Awareness of past history	Children to understand their past life through photos - children and their families from different points of life eg baby, toddler. Pictures could also include significant life events e.g birthdays and other celebrations. Role-play area—baby activity zone to identify how we were all babies and how we have changed	Children to understand different stages of human life
5. Historical artefacts	Children to explore a range of artefacts that will provoke conversation and curiosity to how items are different now—suitcase/tapes, cd's , cameras, phones, toys	Children to group objects into past and present
6. History of local area	Children to observe pictures of the school and local area to encourage conversation about similarities and changes of the building and local area and gain awareness of the past.	Children to observe similarities and differences

Historical Themes	Diversity in the Curriculum
-------------------	-----------------------------

<i>Movement and Migration</i>	Children will listen to a variety of stories which contain modes of transport to build their knowledge schema about how people might move—see schema. Children will develop their understanding about movement through their locomotion unit of PE.	Men and Women can be firefighters People of different ethnicities will be represented through texts learned
<i>Achievements</i>	Children will be introduced to achievements through awards and certificates and understand that achievements are things that you have done well.	

Outcome	Character Traits	Stickability	WOW
To identify objects and events from the past and those in the present/future.	Curious Articulate	How will you ensure the children retain the knowledge of the unit? E.g. Google docs assessment, kahoots quizzes, starters to recap, working wall,	Hooks Trips Visitors

Curriculum Objectives	Vocabulary	Links Across the Curriculum
-----------------------	------------	-----------------------------

History - Pupils should be taught about:

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

Past	Time before now	elderly	A polite word for old
Present	Right now	teenager	A person between 13 and 19 years old
Future	A time later than now	toddler	A child who has recently learnt to walk
Memories	Things we remember	decades	10 years
Historians	People that study history	century	100 years
Modern	Present or recent times	year	365 days/12 months

Science—human growth
 PSHE—family relationships
 Maths—timelines—ordering numbers
 Oracy—Would you rather...?

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
------------------	---------------------------------------	---------------------------------

1. How do we change as we grow?
2. How does a date help to place an event in history?
3. Who is part of my family and how does each generation show the movement of time?
4. What would you like to find out about childhood in the 20th century?
5. How was childhood different in the 1950s?
6. Would you rather be a child in the past or a child in the present?
7. Quiz

Children to understand that people grow from being babies to being toddlers then children ,adolescents, adults and elderly people identifying each stage of life. Children to sequence each stage chronologically. Children to learn and compare how their responsibilities, needs and lifestyle change over time.

Children to identify a key/ important event in their life such as a birthday, new sibling, holiday . To describe it using time related words and phrases (last year/month, in the past, in (month), (yesterday), Use dates (months/years) to place an event in time.

Children to identify and name their family relationships. Recognising their fathers/mothers and grandfathers/grandmother are a previous generation and are a step back in time.

Children to discuss and generate questions about what they would like to find out about toys, games and childhood in the past that they can ask on their trip to Newarke Houses.

Children to compare childhood in the 1950s and childhood today, including toys. That some toys have remained the same (crayons, dolls, skipping ropes) but that some toys have become largely unused (cup and ball, marbles) and some new toys devised (ipad, xbox, computer controlled robots.)

Children to evaluate their understanding of childhood in the past and present to form an opinion about a historical age. Children to provide reasons for their decision based on the learning throughout this unit.

Substantive quiz.

To understand that changes occur during life
 To sequence chronologically

To understand that different periods of history can be ordered

To identify and understand significant life events. To understand some of the ways we learn about the past using sources from within living memory - family members telling them, photos, objects.
 To identify significant people in their lives

To ask questions about different ways of life.

To identify similarities and differences between ways of life across different periods of time

To evaluate knowledge gained based on similarities and differences of 2 time periods

Disciplinary task -

Historical Themes	Diversity in the Curriculum
-------------------	-----------------------------

<i>Movement and Migration</i>	Children to understand and compare changes through time.
<i>Achievements</i>	To look at the changes in lifestyles and expectation over a period of modern British History.



Outcome	Character Traits	Stickability	WOW
Scrapbook of own childhood—pictures, family tree, significant celebrations etc	Articulacy	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	Hooks Trips—local toy museum Visitors Trip—Newarke Houses Museum

Curriculum Objectives

History - Pupils should be taught about:

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

Vocabulary

bakery	A place where bread, cakes and pastries are made and sold.	mayor	A person who has been chosen to lead a town or city.
landmark	An important building or place.	building	A structure with a roof and walls, such as
cathedral	The largest and most important church in an area	fire	Burning flames which give out bright light, heat and smoke.
city	A large town, often with a cathedral.	destroy	End the existence of by damage.
monument	A statue or building that is built to honour a person or event.	Pudding Lane	The name of a street in London where the bakers shop was located.
map	A picture of an area of the Earth.		

Links Across the Curriculum

Safeguarding - fire safety - calling 999

Lessons Sequence

1. Where and when did The Great Fire happen?
 2. What happened during 'The Great Fire of London'? How was the fire eventually stopped?
 3. Who was Samuel Pepys? What does he tell us about the Fire?
 4. What did Pudding Lane look like before the fire?
 5. How was the City rebuilt? What lessons were learnt from the Great Fire?
- Quiz

Substantive Knowledge / Key Knowledge

Children to learn background information about the city of London— Locate and name the main geographical feature of the River Thames and buildings in the City, such as St Pauls Cathedral, Pudding Lane, Westminster, and the main street of Cheapside. Children to be able to place the Great Fire of London in history alongside other known dates - dinosaurs, 1950s, Victoria, their birthday, starting school.

Children to understand how and where the fire started. Children to know that the fire started in a bakery on Pudding Lane in 1666. Children to learn that to control the blaze houses & buildings were pulled down to form a fire break, using gunpowder. That the fire spread through the city over the course of the next three days until the wind changed and the fire met the River Thames. That a large area of buildings were destroyed, including St Paul's Cathedral.

Children to use the diary of Samuel Pepys to explain the events of the Great Fire. What was London like before and after the Fire— that the city was built with wooden and flammable materials, that the houses were close together, there were no fire precautions in place, such as hydrants or limits on building materials, there was no fire bridge.

To explore and understand the materials used to build houses and how they contributed to the spread of the fire. *Children to know that wood and straw burns easily and that the houses were close together. That the materials used in house construction contributed to the fire spreading quickly. Children to know that it had not rained in weeks and that really dry wood and straw burns easily and is harder to put out.*

Children to understand that there were changes in building materials after the fire. Plans were drawn up to have wider streets and buildings laid out to prevent fire from spreading. To know that the materials used to build houses are now chosen within fire safety regulations. To know that the new Cathedral of St Paul's was designed and built by Sir Christopher Wren. That 'The Monument' was built to remind and commemorate the Great Fire in 1677.

Substantive quiz.

Disciplinary Knowledge / Skills

- To understand that different periods of history can be ordered
- To understand a significant event in history.
- To understand that some people write down accounts of the past e.g. a diary
- To understand the cause of a significant historical event and the changes that have occurred since
- To understand the consequences and changes of a historical event
- Disciplinary task - How many times can children complete the statement, "The great fire burned most of London because..." showing causal understanding.

Historical Themes

<i>Movement and Migration</i>	Children to understand that they learnt about the fire service in EYFS but this did not exist during the GFoL so people's ability to move around the city and stop the fire was much harder.
<i>Achievements</i>	That the City of London was destroyed in the Great Fire because of the materials used to build the houses and the lack of a 'fire service' to tackle the blaze. Today, we know about the events through first-hand diary accounts. The city was destroyed and had to be rebuilt learning from the causes of the fire. Significant people studied: Samuel Pepys and Sir Christopher Wren.

Diversity in the Curriculum

Outcome Character Traits Stickability WOW

Flip book of key events of the fire.	Articulate Curiosity	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	Visit by the Fire Service. Set fire to models
--------------------------------------	-------------------------	---	--



Curriculum Objectives	Vocabulary				Links Across the Curriculum
History - Pupils should be taught about: <ul style="list-style-type: none"> Changes within living memory. 	blackboard	A large board with a smooth dark surface attached to a wall or supported on an easel and used by teachers in schools for writing on with chalk.	needlework	The art of sewing or embroidery.	English—diaries Geography—local area, empire Link to Seaside/Coastlines in year 2. RE—Church on Sundays—importance of religion Oracy
	cane	A long piece of wood or bamboo that was used to punish children in the Victorian era.	leisure	A time when a person is not working	
	arithmetic	Adding, subtracting, multiplying and dividing	strict	Following and enforcing rules exactly.	
	dunce's hat	A cone shaped hat with a letter D on the front, which was worn by children in the Victorian era as a punishment.	woodwork	The skill of making things from wood.	
	Victorian	Relating to the reign of Queen Victoria	empire		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. When was the Victorian Era?	Children to identify when was the Victorian Era. To identify similarities and differences between then and now using artefacts. Children to learn that Queen Victoria was the monarch during this period to support children's contextual understanding of time periods and the British monarchy.	To understand that different periods of history can be ordered. To understand some of the ways we learn about the past using primary sources from within living memory using objects
2. What was life like in the Victorian Era?	To have a contextual understand of what life was like in the Victorian era. That children went to school until they were 14yrs. That children usually went to work rather than college or university. That many Leicester people worked in factories making clothes or goods. That towns and cities were growing. People were beginning to have leisure time which meant they could have a holiday at the seaside, usually in this country. Most people went to church on Sundays.	To understand some of the ways we learn about the past using sources from within living memory - family members telling them, photos, objects
3. What was school like in the Victorian Era?	Children to understand when Rushey Mead Primary School was built. To look for clues in the building to show how it functioned as a school years ago, such as 'boys' and 'girls,' reasons why are there two halls, tall windows, playground bell. Children to recognise the surrounding housing where the children would have lived is the same age as the school. Compare to a modern school built from concrete and glass with modern housing surrounding.	To understand similarities and differences between ways of life (e.g. similarities between toys, their school, houses etc)
4. What was a classroom like in the Victorian Era?	Children to compare classrooms from present day to one in the Victorian Era including identifying some key artefacts that were used in Victorian schools: bell, desk, chalk board, ink pen, abacus, cane, dunce's cap. To explain how Victorian education differed from today. That boys and girls sat separately, that they were taught the 3R's. There was a strict discipline rule.	To understand similarities and differences between ways of life (e.g. similarities between toys, their school, houses etc)
5. What was it like in a Victorian school?	Children to learn that our knowledge of education in Victorian times can come from first-hand experiences. That first hand accounts can be useful to historians but that they can be biased. That the accounts were written from one persons point of view and that may differ from another viewpoint.	To understand some of the ways we learn about the past using sources from within living memory - family members telling them, photos, objects To understand that some people write down accounts of the past
6. Who was Samuel Wilderspin?	Children to learn about the life & impact of Samuel Wilderspin. That he held different views from the strict Victorian attitude to education and valued play and the opportunity for children to go outdoors and explore.	To understand why a significant individual is important
7. Quiz	Substantive quiz	Disciplinary Task - Describe what school was like at Rushey Mead Primary School when it opened compared to now. Use sentence stems: 'When Rushey Mead Primary School opened...' 'Today...'

Historical Themes		Diversity in the Curriculum
Movement and Migration	Children to understand how the local area has changed due to migration and social change	
Achievements	To look at and identify the changes in British schooling from the Victorian era to today. To know that change can come through individual actions and thoughts.	

Outcome	Character Traits	Stickability	WOW
Oracy assembly—When would you rather go to school – now or in Victorian era? Children to discuss and provide reasons why	Articulate Curious	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	Victorian school day. Trip Beaumanor Hall.

Curriculum Objectives	Vocabulary	Links Across the Curriculum
-----------------------	------------	-----------------------------

<p>History - Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">activist</td> <td style="width:25%;">A person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.</td> <td style="width:25%;">protest</td> <td style="width:25%;">An event where people come together to show that they are unhappy about something.</td> </tr> <tr> <td>campaign</td> <td>An organised course of action to achieve a goal.</td> <td>scientist</td> <td>A scientist is a person who discovers or invents new things.</td> </tr> <tr> <td>explorer</td> <td>Is a person who discovers or invents new things.</td> <td>infection</td> <td>The invasion and growth of germs .</td> </tr> </table>	activist	A person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.	protest	An event where people come together to show that they are unhappy about something.	campaign	An organised course of action to achieve a goal.	scientist	A scientist is a person who discovers or invents new things.	explorer	Is a person who discovers or invents new things.	infection	The invasion and growth of germs .	<p>PSHE— equality of gender and race. - right to protest & become an activist.</p> <p>Science— healthy body & cleanliness, space exploration.</p> <p>Geography— Environmental issues.</p>
activist	A person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.	protest	An event where people come together to show that they are unhappy about something.											
campaign	An organised course of action to achieve a goal.	scientist	A scientist is a person who discovers or invents new things.											
explorer	Is a person who discovers or invents new things.	infection	The invasion and growth of germs .											

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
------------------	---------------------------------------	---------------------------------

<p>1. How can you tell whether a person is historically significant?</p>	To understand the questions that are the foundation to Dawson's model to judge whether a person is significant or not. Statement 1: They made big changes in their lifetime, Statement 2: they made a lot of people's lives better or worse, Statement 3: They change the way people think, Statement 4: their ideas are still used today, statement 5: they were a very good or a very bad role model. Who do you think is a historically significant person?	To understand that different periods of history can be recorded on a chronological line
<p>2. Why are Florence Nightingale/Mary Seacole so important to history?</p>	Children to understand and compare the key events in the life of Florence Nightingale/Mary Seacole. To use and apply Dawson's Model. The difference they made to the conditions in the hospitals.. The differences they make to the likelihood of soldiers getting better. That the hospitals were unclean and crowded, nursing was limited in its capacity to heal and care for the sick. 'The Lady with the Lamp'. Children to understand that Florence Nightingale is more commonly known due to race than to achievement. Children to know they were born in Florence / Jamaica and moved to London during similar times etc.	To understand similarities and differences between significant people. To understand the differences of life in different time periods.
<p>3. Why is Mahatma Gandhi so important to history?</p>	Children to understand the key events in the life of Mahatma Gandhi. To use and apply Dawson's Model. To understand the peaceful philosophy of Gandhi which he used rather than using violence. That Gandhi practice peaceful protests against the British rule of India. That he supported non-violent means to gain Indian independence from UK through non-cooperation, peaceful demonstrations and hunger strikes.	To understand the life of a significant individual and their achievements
<p>4. Why is Rosa Parks so important to history?</p>	Children to understand the key events in the life of Rosa Parks. To use and apply Dawson's Model. How did Rosa Parks challenge and make changes to people's view of equality. To explain the background to Rosa Parks protest. That Rosa Parks' protest was against discrimination in a time of segregation. That she refused to give up her seat on the bus to a white person. That she was arrested which led to a bus boycott and the growth of the civil rights movement in the USA.	To understand the life of a significant individual and changes that occurred due to their actions
<p>5. Why is Neil Armstrong so important to history?</p>	Children to understand the key events in the life of Neil Armstrong. To use and apply Dawson's Model. How did Neil Armstrong's walk on the moon impact and change space exploration. That Neil Armstrong was the first man to walk on the moon in the 'space race.' That his walk was a milestone in space exploration. That it was a sign of a modern era where humans were exploring space with new technology and science knowledge. That the USA succeeded in getting a man on the moon, whereas USSR had been the first to launch a man into space.	To understand some of the ways we learn about the past using sources e.g. books, images, videos and the internet
<p>6. Why is Greta Thunberg/ David Attenborough so important to history?</p>	Children to understand the key events in the life of Greta Thunberg. To use and apply Dawson's Model. (link to Geog: Environment) How has Greta and Richard Attenborough highlighted the environmental impact humans are making on the Earth. That through protest and education the environmental impact that humans are making on the planet has been highlighted. That their message has been helped by world wide communication systems to spread the news of ecological disaster and environmental damage.	To understand how significant people's work and behaviour has led to positive change
<p>7. Quiz</p>	Substantive Quiz	Disciplinary Task - Children to answer <u> </u> was/were significant because... about each person studied and extend answers using the word which . Children to show links between the actions of an individual and why that makes them a significant figure in history.

Historical Themes	Diversity in the Curriculum
-------------------	-----------------------------

Movement and Migration		
Achievements	Children to understand the achievements of individual people throughout history. That individuals can make a difference through campaigning, exploration and protest.	Diverse gender, age & race of historical significantly people Rosa Parks, Mahatma Gandhi, Mary Seacole, Florence Nightingale, Neil Armstrong. Including extracts from Leaders texts - Stephen Hawking

Outcome	Character Traits	Stickability	WOW
---------	------------------	--------------	-----

To create a double page spread to showcase a range of significant individuals in history	Articulate curious	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	Hooks Trips Visitors
--	-----------------------	---	----------------------------

Curriculum Objectives	Vocabulary	Links Across the Curriculum
-----------------------	------------	-----------------------------

<p>History - Pupils should be taught about:</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality 	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">AD—anno Domini</td> <td style="width:30%;">The years after Jesus Christ was born.</td> <td style="width:15%;">kingdom</td> <td style="width:40%;">A country, state or territory ruled by a king or queen.</td> </tr> <tr> <td>century</td> <td>One hundred years</td> <td>sovereign</td> <td>A king or queen.</td> </tr> <tr> <td>chronology</td> <td>Events or dates in the order in which they occur..</td> <td>monarch</td> <td>A king or queen who rules a kingdom.</td> </tr> <tr> <td>empire</td> <td>A group of states and countries ruled by a single monarch.</td> <td>hierarchy</td> <td>The order of people or things from the most important to the least important.</td> </tr> <tr> <td>government</td> <td>A group of people with the authority to govern a country or a state.</td> <td>decade</td> <td>Ten years</td> </tr> </table>	AD—anno Domini	The years after Jesus Christ was born.	kingdom	A country, state or territory ruled by a king or queen.	century	One hundred years	sovereign	A king or queen.	chronology	Events or dates in the order in which they occur..	monarch	A king or queen who rules a kingdom.	empire	A group of states and countries ruled by a single monarch.	hierarchy	The order of people or things from the most important to the least important.	government	A group of people with the authority to govern a country or a state.	decade	Ten years	<p>English—speeches. DT—cooking 'cakes.'</p> <p>Link to Victorian school days in year 1</p>
AD—anno Domini	The years after Jesus Christ was born.	kingdom	A country, state or territory ruled by a king or queen.																			
century	One hundred years	sovereign	A king or queen.																			
chronology	Events or dates in the order in which they occur..	monarch	A king or queen who rules a kingdom.																			
empire	A group of states and countries ruled by a single monarch.	hierarchy	The order of people or things from the most important to the least important.																			
government	A group of people with the authority to govern a country or a state.	decade	Ten years																			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
------------------	---------------------------------------	---------------------------------

<p>1. What is a 'monarch'? How are they different to ordinary people?</p>	Children to learn that a monarch is a person who is crowned and rules over a country. That the power of the monarchy in the UK has changed over time from absolute power to limited power with a parliament then constitutional monarchy. That the UK also had a period of history with no monarch but a 'Lord Protector.'	To understand change throughout different periods of history and how they can be recorded chronologically on a timeline.
<p>2. Who is part of King Charles' family? How do you 'read' a family tree?</p>	To understand how to construct and 'read' a Royal family tree. The idea that the 'crown' is passed down to the next generation. (hereditary monarchy). In the past to the oldest male. To complete a family tree of the Windsor royal family, identifying the current monarch and those that will succeed and link to how their power has changed over time.	To understand similarities and differences between ways of life between significant people over a period of history
<p>3. How did Elizabeth I inspire her navy/people?</p>	Children to understand the significance and power of speeches in history— Speech to rally the navy/country against the Spanish enemy (link to KS2: WW2 Churchill speeches). The country was facing the Spanish Armada and the Queen rode to Tilbury to rally the navy before fighting.	To understand and ask questions about the impact of a significant individual in history.
<p>4. What were the castles like that William the Conqueror built? How are they different to those lived in by Elizabeth II?</p>	What were the castles like that William the Conqueror built? Why did he build them? (link to KS2: Anglo-Saxons). After William gained the throne he reward his supporters with a part of GB to govern. They could build a castle as part of this governing role. Built as forts from wood, then stone (Tower of London). Compare to palaces built as homes (Buckingham Palace) . How did the castle turn from a defensive structure to a palace? That the castle had different rooms for feeding, entertaining and housing a fighting force.	To understand similarities and differences and understand why changes occurred.
<p>5. Are all historical stories true? Alfred the Great and the burnt cakes.</p>	The story of the burnt cakes—Whilst Alfred is in hiding in Athelney he burns the 'cakes' in the home of the peasant woman who is giving him shelter. He let the cakes burn and was scolded by the women for his negligence. She later find out that he is the king. The background to the story: that Alfred was fighting the Vikings and had been beaten back to Somerset before he renews the fight.	To understand some of the ways we learn about the past using sources e.g. artefacts, books, images, the internet and discuss if they are all true
<p>6. Are all people equal in society?</p>	To understand that there is a social hierarchy. Children to learn that in the past there is a 'The Feudal system' (link to KS2: empires & civilisations). That the system was one where the majority of people were tied to the land to work for a lord. The lords were ruled by the king. Today the King lives in palaces but the 'people' are no longer ruled by the king but governed by Government.	To understand compare the changes in society from Feudalism to today.
<p>7. Can you sequence significant monarchs in chronological order through history?</p>	Children to construct a timeline—to include Queen Victoria (prior learning in year 1), Queen Elizabeth I and II, William the Conqueror and Alfred the Great. Identify and name monarchs . Show dates to denote the time in which they reigned.	To understand that different periods of history can be recorded on a chronological line
<p>8. Quiz.</p>	Substantive Quiz	Disciplinary Task: To compare the similarities and differences between William the Conqueror and current monarch.

Historical Themes	Diversity in the Curriculum
-------------------	-----------------------------

Movement and Migration	
Achievements	That the monarch is the head of a country, and that there have been successive hereditary monarchs in the UK for many centuries. That there is an impact on the country by/from their actions and words. To begin to understand, that there is a hierarchy in society with the monarch at the top. Some of their actions and words are recorded as truth and some is past down as stories/myth. To identify where and how a monarch lived.

Outcome	Character Traits	Stickability	WOW
A Timeline of specific monarchs linked to a key event in each reign.	Articulate curious	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	Trip—to a castle. Make 'cakes' (bread rolls)

Curriculum Objectives	Vocabulary				Links Across the Curriculum
History - Learn about changes in Britain from the Stone Age to the Iron Age	Palaeolithic	The old Stone Age	Tribe	A human social group	Geography - Describe and understand key aspects of human geography, including: types of settlement and land use. Use maps, atlases, globes and digital/computer mapping. Art - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [cave painting, using clay to make jewellery) Science - recognise that shadows are formed when the light from a light source is blocked by an opaque object, find patterns in the way that the size of shadows change (Stonehenge - shadows) English - Include incidental writing opportunities here as well as other cross curricular links
	Mesolithic	Middle Stone Age period	Fort	A strategically placed building which is hard to attack	
	Neolithic	Final part of the stone age	Stonehenge	Prehistoric monument	
	Tools	Used to carry out an activity	Prehistoric	History before written records	
	Settlement	A place where a community is established	Archaeologist	A person who studies history through	
	Nomadic	To move from place to place	Artefacts	Objects made by humans	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. When was the 'Stone Age', 'Bronze Age' and 'Iron Age'?	Children to learn the chronology of when the Stone Age began and ended. Children to learn the significant gap between dinosaurs (learnt about in F1) and the Stone Age by creating a timeline. All previously taught history topics included on the timeline to develop a sense of chronology.	To understand and question how separately studied periods can be happening at the same time and infer links
2. What tools did they use in the Stone Age and why?	Children to learn about Stone Age tools and use inference to decide what they were used for. Children to learn the effectiveness of the tools and why they might not be perfect.	To understand and question what artefacts might be and draw conclusions about what they think they did, why and how effectively. To understand and question how we learn about history from a range of sources e.g. primary sources (including cave paintings), secondary sources
3. Why did people in the Stone Age move around so much?	Children to learn that during the earlier part of the Stone Age humans were Nomadic as they followed animals to hunt. They lived in temporary shelters or caves. Children to learn that during the Mesolithic time they developed seasonal camps. Children to learn that this then developed into farming in one place and the creation of more permanent settlements.	Devise historically valid questions about change, cause, similarity and difference, and significance. Children to compare the changes in Britain during this time and understand that this period of time lasts thousands of years.
4. What significant achievements happened in the Stone Age?	Children to learn about achievements including: farming, tool development, Skara Brae, Stonehenge. Cave paintings left behind have informed historians about ways of life.	To understand and question how we know about these achievements - how have archaeological discoveries informed our historical knowledge?
5. Who was Cheddar Man?	Children to learn that the oldest complete skeleton which has been discovered in Britain was a dark skinned man (unlike much imagery about this time suggests) Children to learn more about him and what historians have learnt from the discovery.	Devise historically valid questions about significance (in this instance - significant people in terms of what we learnt from the discovery)
6. How and why did tools develop during the Bronze Age?	Children to learn about the development of tools from stone to bronze so they could shape them and make them more effective. The development of the loom also allowed the improvement of clothes from skin to wool. This meant that the Nomadic way of life stopped and people moved less.	To understand and question how separately studied periods can be happening at the same time and infer links
7. What significant achievements happened in the Bronze Age?	Children to learn, and develop their understanding of, settlements and the improvements in the quality of housing (including defences against enemy tribes). Children to learn about how the development of farming allowed tribe life to be successful. The start of human burials began.	To understand and question why changes occurred
8. How and why did tools develop during the Iron Age?	Children to learn about the development in farming tools - ard, pole lathe, rotary quern, firebricks. These developments allowed people to not spend all of their time working /moving around. This allowed people to have 'free time' and feast, drink, play games and enjoy music. People now moved to trade but not move their community.	To understand and question why changes occurred e.g. discovering stronger and more malleable metals, language development
9. What significant achievements happened in the Iron Age?	Children to learn about the developments happening during this time including: trading to other tribes, use of fertiliser, the decoration to objects, Celtic patterns, mirrors, potters wheels, colourful cloth using looms, brooches, carnyx, poetry, games, food preservation	To understand and question how we know about these achievements - how have archaeological discoveries informed our historical knowledge? Why is there more evidence from the Iron Age compared to the Stone and Bronze? To understand and question how we learn about history from a range of sources e.g. primary sources & secondary sources
Quiz	Substantive Quiz	Disciplinary Task - Compare the main changes between the Stone Age, Bronze Age and Iron Age. Children to use 'whereas' to compare.

Historical Themes		Diversity in the Curriculum
<i>Movement and Migration</i>	Children to understand the development between how people in the Stone Age moved following animals transitioning to settlements and why they settled in particular places. Children to know the Romans were part of the Iron Age and that they will study them in greater detail in summer term.	Cheddar Man - https://www.bbc.co.uk/newsround/42972661 https://www.nationalgeographic.com/history/article/ancient-face-cheddar-man-reconstructed-dna-spd Britain's oldest complete skeleton. Blue/green yes, curly/wavy dark hair, dark skin. Discovered in Cheddar Gorge.
<i>Achievements</i>	Look at the development of tools from stones and rocks, to bronze tools and then iron tools. Why did they change? The building of Stonehenge which is still visible today. Skara Brae. Development of farming in one location. Settlements and the development of the quality of housing. The development of clothing from animal skin to other materials.	

Outcome	Character Traits	Stickability	WOW
Children to create a double page spread of learning. Children to have an open afternoon where they present their learning to others.	Articulate Respectful Kind Curious	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	Hooks - Cave painting Trips Visitors - CLS workshop

Curriculum Objectives	Vocabulary	Links Across the Curriculum
-----------------------	------------	-----------------------------

<p>History - The Roman Empire and its impact on Britain.</p>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">rebellion</td> <td style="width:25%;">An act of resisting authority or control</td> <td style="width:25%;">aqueducts</td> <td style="width:25%;">A channel for carrying water, normally in the form of a bridge across a valley or other gap.</td> </tr> <tr> <td>gladiators</td> <td>An man trained to fight with weapons in an arena</td> <td>emperor</td> <td>The ruler of an empire</td> </tr> <tr> <td>empire</td> <td>A group of countries ruled by a single person, government of country</td> <td>republic</td> <td>A form of Government in which people elect or choose their leaders.</td> </tr> <tr> <td>invasion</td> <td>A hostile attack by an army into a region as part of a war or conflict</td> <td>dictator</td> <td>A person that rules with almost unlimited power</td> </tr> <tr> <td>conquer</td> <td>To overcome and take control of a place pr people</td> <td></td> <td></td> </tr> </table>	rebellion	An act of resisting authority or control	aqueducts	A channel for carrying water, normally in the form of a bridge across a valley or other gap.	gladiators	An man trained to fight with weapons in an arena	emperor	The ruler of an empire	empire	A group of countries ruled by a single person, government of country	republic	A form of Government in which people elect or choose their leaders.	invasion	A hostile attack by an army into a region as part of a war or conflict	dictator	A person that rules with almost unlimited power	conquer	To overcome and take control of a place pr people			<p>Link to British Values (democracy/dictatorship) PSHE - right and wrong decisions English writing outcomes—Diary entry, fact file, exploding the moment Suggested additional writing task - Children to do a double page spread which they will use to compare Romans with Anglo-Saxons Maths—Roman Numerals Computing—research & creating a presentation</p>
rebellion	An act of resisting authority or control	aqueducts	A channel for carrying water, normally in the form of a bridge across a valley or other gap.																			
gladiators	An man trained to fight with weapons in an arena	emperor	The ruler of an empire																			
empire	A group of countries ruled by a single person, government of country	republic	A form of Government in which people elect or choose their leaders.																			
invasion	A hostile attack by an army into a region as part of a war or conflict	dictator	A person that rules with almost unlimited power																			
conquer	To overcome and take control of a place pr people																					

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
------------------	---------------------------------------	---------------------------------

<p>1. Who were the Romans and how did they live? (Everyday life & engage lesson 1)</p>	<p>Children to learn where to place the Romans on a historical timeline and how the Ancient Romans fit in relation to known historical events - All previously taught history topics included on the timeline to develop a sense of chronology. Children to look at everyday life in ancient Rome including how religion impacted the way they lived and Gladiators.</p>	<p>To understand and question how separately studied periods can be happening at the same time and infer links</p>
<p>2. What were the Roman Empire and what were their aims? (lesson 2, 3 and 4)</p>	<p>Children to learn how ancient Rome was ruled in different ways and how it began - kings, republic, dictator. Children to understand that the empire grew over time and spread across Europe and the wider world because the Emperor wanted his Empire to be the most powerful.</p>	<p>To understand and question how we learn about history from a range of sources e.g. primary sources and secondary sources</p>
<p>3. Why and how did the Romans invade Britain?</p>	<p>Children to understand that Tiberus began expanding the empire but Claudius was the most successful at expanding the empire and led it into Britain. Claudius was more successful because he treated people fairly and gave them some independence. He also knew a lot about history and las so made important changes to Government.</p>	<p>To understand and question why changes occurred (why was Claudius more successful) and to understand and question the significance of this</p>
<p>4. What was life like in the Roman Army? (Lesson 7)</p>	<p>Children to understand how the structure and hierarchy of the Roman Army made it successful in conquering other lands. Children to make links between the hierarchy of Romans and the Roman Army based on the facts about quality of life</p>	<p>To identify similarities and differences between ways of life during the same period of history</p>
<p>5. Why did the Romans build new roads and towns? (Develop 2 Lesson 3 & 4)</p>	<p>Children to learn about the construction and purpose of Roman roads and how they transformed life. Children to understand how there were no towns in Britain before the Roman invasion (links to hillforts and small settlements in the Iron Age) Roman bridges made out of concrete and stone to make movement easier. The Romans used the roads for the transport of goods and food. Roads also make the spread of ideas and culture easier.</p>	<p>To understand and question how changes occur due to developments</p>
<p>6. Who was Boudicca and why did she lead a rebellion? (Lesson 3)</p>	<p>Children to understand the life and background of Boudicca's rebellion She was unhappy with how the Romans took over a lot of land and how they treated the British. So she formed an army with other British people who felt the same. Children understand how the Romans continued to attack further north but the Celts rebelled and Boudicca was one of the first females to lead the army defeating a Roman legion. Children to recognise that although her rebellion wasn't successful, she is remembered for standing up for her beliefs and fighting bravely for her people.</p>	<p>To understand and question why Boudicca is a significant person in history.</p>
<p>7. How and why was Hadrian's Wall built? (Lesson 5)</p>	<p>Children to learn how and why Hadrian's Wall was built and why it was significant. Emperor Hadrian built a wall to defend against the Caledonians. Children to understand that the Romans realised they needed to protect what they had rather than continue to move and migrate because they were starting to be met with resistance. Children to understand why they might need turrets along the wall and how this links to how people built castles.</p>	<p>To understand and question why changes occurred (building of Hadrian's Wall).</p>
<p>8. What did the Romans do that still impact us now? (Develop lesson 2)</p>	<p>Children to learn about aqueducts and how this changed the way people had access to clean, fresh water. Roman baths which helped to improve health and hygiene. Toilets—towns were kept clean. Language—Romans spoke Latin which is the basis of many modern day languages including English.</p>	<p>To understand how changes occurred in Britain due to the Romans and understand why this is significant</p>
<p>9. What happened after the Romans?</p>	<p>Children to understand that the Romans left Britain because of invasions on Rome by the Visigoths. Rome had to withdraw their soldiers to protect Rome and the Saxons came and invaded Britain.</p>	<p>To understand and question what events were significant and why</p>
<p>10. Quiz</p>	<p>Substantive quiz.</p>	<p>Disciplinary task - How did the Roman Empire become so successful? 'The reasons for a successful Roman Empire are...' '...the impact was...'</p>

Historical Themes	Diversity in the Curriculum
-------------------	-----------------------------

<p><i>Movement and Migration</i></p>	<p>Children to understand that the Romans were skilled at conquering other countries and adding them to their empire. They travelled around Europe, North Africa and the Middle East and brought many different people and cultures under their rule. Preparing for conversations around slavery—one person wanting to dominate the world. Children to also understand how the Romans were part of the Iron Age and used iron to make many of their</p>	<p>Boudicca—significant female leader in history Black in Time (pg. 8) Septimius Severus—Black Roman emperor Suggested book—Empire's End a Roman Story—Leila Rasheed</p>
<p><i>Achievements</i></p>	<p>Medical (Florence Nightingale and Mary Seacole), Fire of London—richer people lived in safer houses made of stone (Romans bought better quality housing and roads through the use of stone), Democracy—kingdoms, republics, empires, Inventions to improve quality of life (toilets aqueduct, baths, underfloor heating)</p>	

Outcome	Character Traits	Stickability	WOW
<p>Exhibition with parents/other classes to showcase what they have learnt about the Romans.</p>	<p>Articulate Respectful Kind Curious</p>	<p>Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson</p>	<p>CLS workshop Creating shields—practising formations Jewry Wall museum</p>

Curriculum Objectives	Vocabulary	Links Across the Curriculum
-----------------------	------------	-----------------------------

History -
Britain's settlement by Anglo-Saxons.

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

invade	When a foreign army enters a country by	kingdom	A country whose ruler is a king or queen
dangeld	A tax collected from the Anglo-Saxon people paid to the Viking invaders in exchange for peace	heir	A person who inherits or has the right to inherit another persons property or title eg the throne
raid	A sudden attack, which aims to cause damage.	Scandinavia	An area of Europe, which includes Sweden, Norway and Denmark.
conquer	Overcome and take control of a place or people.	monastery	A building where monks live, work, study and pray, separate from the outside world.
longship	Long, narrow boats that were used by Vi-		

Geography - invasion of different parts of Britain
 Maths—ordering numbers for Chronology
 Reading and Computing—using books and online resources to carry out research
 Computing—creating a presentation

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
------------------	---------------------------------------	---------------------------------

1. Who were the Anglo-Saxons and Vikings and when did they live? (Engage 1)
2. Why did the Anglo-Saxons invade Britain? (Develop Lessons 1 & 2 & Engage Lesson 3)
3. What was everyday life like in Anglo-Saxon Britain? (Develop 5)
4. How would life be different if the Anglo-Saxons hadn't invaded Britain? (Develop 6)
5. What can we learn about the Viking raid on Lindisfarne? (Develop 2 Lesson 2)
6. Did the Anglo-Saxons surrender to the Vikings or did they fight back? (Develop 2 Lesson 3)
7. Who was King Athelstan and why was he a significant leader? (Develop 2 Lesson 5 & 6)
8. What were the causes and effects of the Norman invasion and the Battle of Hastings in 1066? (Develop 2 Lesson 7)
9. Quiz

Children to learn that the Anglo-Saxons and Vikings invaded Britain after the Romans by adding to class timeline. Children to learn where they came from and when they invaded Britain to understand that the Anglo-Saxon and Viking invasions overlapped.

Children to learn that the Anglo-Saxons invaded Britain because of the flooding in Scandinavia and the Romans had left Britain. Children to understand that Anglo-Saxons were invited to help protect Britain after the Romans but then they took over the land they were protecting. Children to learn how they split England into kingdoms.

Children to learn about different aspects of everyday life in Anglo-Saxon Britain. Draw on knowledge of life in Roman Britain and discuss how it was different.

Children to understand the legacy of the Anglo-Saxons and how this still impacts us now. Focus on how the kingdom of England was formed during this time by King Athelstan. Children to understand that the Anglo-Saxons set laws and were the first steps in creating that legal system that is used in Britain today. Children to learn the influence on language and place names.

Children to learn where Vikings came from, how they travelled and why they came. Children to understand why Vikings used long ships to travel. Children to learn that the Vikings raided Lindisfarne because it was a small island that was not protected and that it had a lot of valuable items. Vikings saw monasteries as easy targets because they were remote and unprotected but had lots of valuable items and monks which they enslaved.

Children to learn that the Anglo-Saxons tried to fight back but did not succeed. Instead Viking attacks got worse because Anglo-Saxons paid the Vikings to leave and the Vikings saw this as easy money. The Vikings continued to invade Britain and conquered Northumbria, East Anglia and Mercia (Danelaw—Viking Law). King Alfred fought back

Children to learn that King Athelstan was the grandson of Alfred the Great. He became king of Wessex and Mercia when his father died and then defeated the rulers of Cornwall, Wales and Dublin. He was significant because it was the first time one king had ruled the whole of England. He imposed laws to help control his kingdom. Children to learn that after his death, many Anglo-Saxon and Viking monarchs fought for power.

Recap—year 2 William the Conqueror. Children to understand that when Edward the Confessor died, he left no heir to the throne. Harold Godwinson, Harald Hardrada and William the Duke of Normandy believed the throne was rightfully theirs. Harold was crowned King initially but was defeated by William at the Battle of Hastings. Eventually William was crowned King which ended Anglo-Saxon and Viking rule of England and the beginning of Norman rule. William made changes to Britain which were unpopular—feudal system, Domesday Book and had castles built to impose power over Anglo-Saxon England.

Substantive quiz.

To apply knowledge of different time periods to place them in chronological order

To apply knowledge about the time period to make inferences about what may have changed—what do they know about Britain after the Romans left and why did that make it easy for Anglo-Saxons to invade.

To apply knowledge about the time period to make inferences about what might be similar and different between known time periods and why they think that

To apply knowledge and understanding of significant events and the impact they had

To apply knowledge of primary and secondary sources to gain information

To apply knowledge and understanding of significant events and the impact they had (e.g. outcomes of battles)

To apply knowledge of primary and secondary sources to gain information

To apply knowledge about the time period to make inferences about what may have changed

Disciplinary task - Explain the similarities and differences between the Romans and the Vikings.

Historical Themes	Diversity in the Curriculum
-------------------	-----------------------------

<i>Movement and Migration</i>	Children to understand why the Anglo-Saxons and Vikings migrated to Britain and how/why they invaded. Children to learn that Vikings were skilled woodworkers and were able to build fast and sturdy longships which allowed them to travel long distances to explore and settle new lands.
<i>Achievements</i>	Significant achievements—longships that allowed them to travel long distances quickly and efficiently. They spoke Old English which evolved into the language we speak today—the words mother, father and house come from Old English.

Diversity in the Curriculum

Outcome	Character Traits	Stickability	WOW
Children to create a double page spread of learning. Children to have an open afternoon where they present their learning to others.	Articulate Respectful Kind Curious	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	Hook—Sutton Hoo— exploring artefacts/pictures. Research and then sketch an artefact. (Develop Lesson 3)

Curriculum Objectives	Vocabulary				Links Across the Curriculum
History - The achievements of the earliest civilisations. An in-depth study of Ancient Egypt.	civilisation	The developed culture and way of life of a society.	Canopic jar	A jar contain the organs that were removed from the body in the process of mummification	Art—sculpt canopic jars Geography (Misty mountain,, winding river) —why do you think the Ancient Egyptian civilisation grew up around the banks of the Nile? (Fertile soil in the floodplains, Access to water to cook, clean, irrigate crops, food source. Transportation) Locate Egypt on map. Diary entry—Howard Carter discovery Instructions—mummifying a tomato Reading and computing—research & presentations
	pharaoh	People in charge with the most amount of power—similar to a king or leader	sarcophagus	A stone coffin or container to hold a coffin	
	pyramid	Enormous stone structured built by the ancient Egyptians	hieroglyphics	a writing system that uses pictures and symbols instead of letters and words	
	mummification	a process where the skin and flesh of a corpse can be preserved	afterlife	An existence after death	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. What is a civilisation? (introductory knowledge)	Children to understand that a civilisation is a complex human society, usually made up of different cities, with certain characteristics of cultural and technological development. Children to learn that the 4 earliest civilisations were—Sumer, Shang Dynasty, Indus Valley and Egypt. Children to make links to other civilisations—Rome (which we have already learnt about) and Greeks that we will be learning about. Children to understand that they were all happening at the same time. Children to learn the importance of civilisation for human development—vital water supplies, information in the form of writing, social hierarchy, trade.	To apply knowledge of different time periods to place them in chronological order
2. Who were the Egyptians and when did they live?	Children to learn that Ancient Egypt was a civilisation in Africa around the banks of the Nile as the rest of Egypt is desert (Geography link). The civilisation lasted from around 3000BC to 30AD. Children to think about the periods of history they have already learnt about and whether they were before, during or after this time.	To apply knowledge of different time periods to place them in chronological order
3. What was society like in Ancient Egypt? (Develop Lesson 3)	Children to learn the hierarchical structure of ancient Egyptian society (link to what they learnt about Roman hierarchy). Include pharaohs, the role of the monarchy and the roles of priests, scribes and farmers.	To apply knowledge about the time period to make inferences about what might be similar and different between known time periods and why they think that
4. What can we learn about Egyptian art and architecture?	Children to learn about they key features od Egyptian art and architecture including the use of hieroglyphics, pyramids and temples. Children to learn about the purpose of art and architecture in ancient Egyptian society. Children to learn about the beliefs of afterlife.	To apply knowledge of primary and secondary sources to gain information
5. What was the importance of religion in ancient Egyptian society?	Children to learn that the religion of ancient Egypt was polytheistic meaning they believed in more than one God. Children to learn that ancient Egyptians believed Gods created the universe and made sure everything was in order. They were also involved in everyday life. The gods represented natural forces such as storms, thunder, death and fire.	To apply knowledge about the time period to make inferences about what might be different between known time periods and why they think that e.g. based on what they know about Egyptians belief in afterlife
6. What is the process of mummification?	Children to learn that because they believed in life after death, mummification was used to preserve the body so the person's spirit could live on in the afterlife. Children to learn the process and how it was usually only done for wealthy and important people (link to society lesson). Children to learn that the mummy was placed in a tomb along with food, clothing, and other items that the person would need in the afterlife.	To apply and develop the appropriate use of historical terms. Devise historically valid questions about change, cause, similarity and difference, and significance.
7. How has ancient Egypt impacted modern society?	Children to learn how the ancient Egyptians created a system of writing (hieroglyphics), built pyramids that we can still see today which were used as tombs, medicine, mathematics (build pyramid structures, keep track of time and calculate taxes).	To apply knowledge and understanding of significant events and the impact they had
8. How did the ancient Egyptians trade and travel?	Children to learn that trade and transportation was very important so that Egyptians could bring goods from other places that they couldn't get in Egypt. They also traded things like gold, papyrus, linen, and spices for things like wood, ebony, ivory, and incense. Children to understand used boats to travel along the Nile River, which was an important trade route. They also used donkeys and camels to travel across the desert, and carts and chariots to transport goods on land.	To apply knowledge about the time period to make inferences about what might be different between known time periods and why they think that
9. Who was Tutankhamun and what can we learn about the findings from his tomb?	Children to think of their learning so far and analyse Howard Carter's findings. Children to understand that the findings have taught us a lot about ancient Egyptian civilisation. Children to learn that Tutankhamun was an ancient pharaoh who became a pharaoh at a very young age and ruled Egypt for around 10 years.	To apply knowledge of primary and secondary sources to gain information. Identify historically significant people and events in situations
10. Quiz	Substantive quiz.	Disciplinary task - Prove that Tutankhamun was a significant Ancient Egyptian.

Historical Themes		Diversity in the Curriculum
Movement and Migration	The ancient Egyptians didn't move around as much as the Romans or Greeks because they had fertile land because of the River Nile. This meant they could grow enough food to support a large populations. They would travel to trade goods like gold, ivory and spices.	
Achievements	Use of hieroglyphics. Simple machines such as ramps and levers to construct. They built the pyramids which also involved maths calculations. Medicine.	

Outcome	Character Traits	Stickability	WOW
Exhibition of learning over the unit for another class/year group/parents—could include mummify a tomato, hieroglyphic codes, Egyptian art, research etc	Articulate Respectful Kind Curious	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	New Walk Museum workshop?

Curriculum Objectives	Vocabulary				Links Across the Curriculum
History - A local history study. <ul style="list-style-type: none"> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	succession The action or process of inheriting a title, office, property.	throne Where the king or queen sits—to 'have' the throne means you have the crown			Geography— to place Bosworth as a location close to Leicester. English—Newspaper report Computing— recorded news reports, to be aware of biased reporting.
	excavation Unearthing something on an archaeological site.	monarchy The king or queen and royal family of a country.			
	archaeology The study of human history through the excavation of sites and the analysis of artefacts and other physical remains.				

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Who were the monarchs before Richard III? Where do they fit on a timeline?	The children will learn the background knowledge to 'the War of the Roses'. To understand that there were the two 'houses' of York and Lancaster that were vying for the throne. Children to be able to identify the red and white rose symbol as a logo for each 'house.' That when Edward IV died he left two young boys as his heirs. That Richard was made Lord Protector to oversee the UK until they were of age to rule themselves. Children will learn where this fits contextually on a timeline of taught history so far.	To analyse why time periods 'begin' and 'end', and some last longer than others
2. What happened during Richard III life and death?	The children will learn about the key dates and events in the life of Richard III. They will use a family tree to identify Richard III, Edward IV and the two Princes to understand their family relationship. To know that Richard was a powerful lord who lived in the North of England, and that he was loyal to his brother Edward IV. When Edward IV died Richard was made Lord Protector to rule until the boys were old enough to rule. Richard housed them in the Tower of London but that the young princes disappeared and that Richard was crowned king. Richard was King until challenged by Henry VII who invaded and fought Richard at the Battle of Bosworth.	To analyse the significance of a historically significant person and their impact on history then and now
3. Did Richard III murder the two princes in the Tower?	The children will learn key dates and facts about the Princes in the Tower. Revisit the Plantagenet family tree to identify the relationship between Richard and the Princes. Why were the Princes under Richard's protection and where were they housed? When did the Princes disappear and who saw them last? To evaluate and discuss the reasons why Richard would want the Princes to die. To analyse whether they were murdered, died naturally or escaped? That during the reign of Henry VII there were claimants to the throne (Lambert Simnel and Perkin Warbeck) that shadowed Henry Tudors reign.	To analyse the reliability of primary and secondary sources and analyse why different sources provide different accounts of the same event (e.g. social status)
4. What happened during the Battle of Bosworth?	The children will learn facts and events about the Battle of Bosworth. To locate Bosworth on a map. Who were the main people/figures in the battle? To learn about the weapons and battle tactics used in the fighting. How was Richard III killed? That his body was then brought back to Leicester and buried in an Abbey grave, the site of which was lost over time and eventually became a car park.	Children to understand causes and consequences of historical events. To understand the connection between local and national history.
5. How was Richard III's body discovered in Leicester?	The children will learn about the excavation/archaeology which led to the discovery of the body of Richard III. That Archaeology is a help to History in answering questions by unearthing artefacts from the past. That there was an archaeological dig to uncover Richard III. How was that carried out and what was found? How were the artefacts analysed and what can they tell us about the way Richard lived his life and how he died. Where is Richard III buried now?	Children to ask historically valid questions, analysing and evaluating evidence.
6. How was the news of Richard's death told and received?	The children will use historical knowledge from previous lessons to analyse, evaluate and report on the life and death of Richard III.	Children to create structured accounts using historical facts and knowledge. To be able to create and identify biased reports.
7. What is the legacy of Richard III reign?	The children will learn about the impact for the monarchy of the death of Richard III. That Henry VII became the first Tudor king and started the Tudor monarchy which included Henry VIII and Elizabeth I. That Richard has been viewed through history as a wicked monarch who murdered small children. This profile was built through the writings of Shakespeare. That today we may have different interpretations about Richard III.	Children to identify events and explain the impact of Richard III's life and death on the nation and his successor, Henry VII.
8. Quiz	Substantive quiz.	Disciplinary task - Discuss why some people believe Richard the III was a wicked king, and why that might not be true.

Historical Themes		Diversity in the Curriculum
Movement and Migration	He was born in England and spent much of his time moving around visiting different cities and towns. His body was lost after he dies and was rediscovered in 2012. He was reburied in 2015.	
Achievements	He became king of England.	

Outcome	Character Traits	Stickability	WOW
To publish/create a news report either as a newspaper or a record news report on iPad	Articulate Respectful Kind Curious	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	Hooks = trip to Bosworth Field, Richard III centre in Leicester.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
History - Ancient Greece – a study of Greek life and achievements and their influence on the western world.	City state	A city and the area surrounding it with an independent government.	philosophy	The study of knowledge and existence	PE—Olympics Oracy—debate—would you rather be a Athenian child or Spartan child? Would you rather be a man or woman in Ancient Greece? RE—belief in different Gods
	territories	An area of land under the rule of a person of the state	pantheon	A temple of all gods	
	Archaic	A word or style which is no longer in every-day use	deities	A god or goddess	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Who were the Ancient Greeks and when did they live?	Children to learn where Greece is and recap the term civilization (link back to year 4—Ancient Egypt). Discuss where it fits in in relation to known historical events - All previously taught history topics included on the timeline to develop a sense of chronology.	To analyse why time periods 'begin' and 'end', and some last longer than others
2. How were the Minoans and Mycenaeans different in Ancient Greece? (Engage 3&4)	Children to understand that there were different periods during Greek history which changed over time. It began with the Minoan civilisation in 3000BC on the island of Crete. The Mycenaeans ruled a large area of Greece from 1600BC but expanded their territory to include Crete. Children to compare the two civilisations and understand how life changed for the Minoans.	To analyse why time periods 'begin' and 'end', and some last longer than others. To analyse why there are similarities between periods of history
3. What happened in Greece after the collapse of the Minoan and Mycenaean civilisation?	Children to understand that from around 1100BC to 800 BC, Greece went through a period of time called the Dark Age. Society declined, and many people left Greece to find new and more prosperous places to settle. As a result, the islands and mainland of Greece became severely depopulated and impoverished. People lived in small family groups and worked together to farm so they could have enough food to survive. Children to understand there is a lack of evidence during this time as there was not a lot of writing or recording of history.	To analyse the reliability of primary and secondary sources. To analyse the significance of events and their impact on history then and now
4. How did life in Ancient Greece change after the Dark Age?	Children to learn that after the Dark Age (Iron Age), came the Archaic period (around 800BC) where life got better for the Greeks. The population increased, trade links reformed and things such as language, society, government and architecture improved. Small settlements and villages joined to form city states. Each city state had a government, laws, a market and an army. Many Greeks also travelled overseas to expand Greece's territories.	To analyse why changes occur during and between time periods
5. How were the lives of Athenian and Spartan children different in Ancient Greece?	Children to learn that Athens and Sparta were two of the most powerful city-states in Ancient Greece but were very different in ways of life and values. People in Athens valued education, philosophy and art. Boys went to school and girls were taught at home by their mothers. In Sparta, they valued strength, discipline and toughness. Boys were trained to be soldiers and were taught to fight and run from a young age. Girls were expected to be strong and healthy in order to have children.	To analyse social and cultural diversity in Britain & the wider world
6. What was daily life like for the ancient Greeks? (Develop lessons 3 & 4)	Children to learn about the roles of men, women and slaves and the social hierarchy of ancient Greece. Compare how this is different today. Children to understand how education and athletics were important in ancient Greek society.	To analyse the significance of events and their impact on history then and now
7. How much were the original Olympics like the modern day games?	Children to learn that the Olympics originated in ancient Greece and were held every 4 years in the city of Olympia. Children to learn how the ancient Olympics influenced the modern games in terms of— bringing people from around the world together to compete, a focus on physical fitness and excellence, fair play and good sportsmanship and some specific events such as running races and wrestling events. Useful link— https://www.bbc.co.uk/news/magazine-18611638	To analyse why changes occur during the same time period and analyse why there are differences
8. What was the importance of religion in ancient Greek society?	Children to learn Greek pantheon consists of 12 deities which were a group of 12 gods and goddesses who were worshipped by ancient Greeks. Children to learn the significance of each and explore how they were worshipped and celebrated.	To identify historically significant people and events in situations
9. Quiz	Substantive quiz.	Disciplinary task - Analyse the achievements of the Romans, Vikings and Greeks to draw a conclusion about which ancient people had the greatest achievements.

Historical Themes		Diversity in the Curriculum
Movement and Migration	Similarly to the Romans, the Greeks travelled by foot and boat. Unlike the Romans, the Greeks didn't move and migrate to invade and conquer other countries. They moved to improve their quality of life following the dark ages. There were many battles between different Greek states who eventually came together to defend their land as one. They used triremes boats as part of their travel during wars.	
Achievements	Olympics, democracy, philosophy, mathematics, medicines, architecture, art.	

Outcome	Character Traits	Stickability	WOW
To create a double page spread of learning	Articulate Respectful Kind Curious	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	Old/new Olympics

Curriculum Objectives	Vocabulary				Links Across the Curriculum
History - Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Benin (West Africa) c. AD 900-1300.	Maafa	Is a Swahili word that means 'great disaster' or 'great tragedy' and refers to the enslavement of African in history.	Tribe	A social division in society consisting of families or communities linked by religion, culture or blood ties.	Geography - Describe and understand key aspects of African and Caribbean geography. PHSE - social inequality & discrimination English - Deadman's Cove, Windrush child Link back to year 1 curriculum (2023) – Floella Benjamin and her travel to the UK.
	plantation	An estate on which crops such as coffee, sugar and tobacco are grown.	enslave	To make someone a slave by taking away their freedom of choice or action.	
	revolt	To take action against an established government or ruler.	Act of Parliament	An Act creates a new law or changes an existing one.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. What is Africa like in the present? What are its resources and geographical features?	Children will learn to identify the African kingdoms on a map. To identify the number of countries, natural resources, location, population, climate and physical features. Research one chosen African country then share the information gathered to gain a picture of Africa in the present which will form the background knowledge to the studies of Africa in the past.	To evaluate what knowledge you could gain from a period of history based on the date given
2. What were the African kingdoms of the past like? How does the timeline of Africa and the UK compare?	Children to share prior knowledge about African slavery. To gather and share information about the African kingdom of Benin AD 900-1300 [Engage - Lesson 2], including a timeline showing the different overlapping civilisations on the continent. To compare the development of African civilisations with the different ages on a UK historical timeline.	To evaluate and compare the history of the wider world and characteristics of non-European societies.
3. When and why were the African kingdoms subject to slavery by European nations?	Children to learn when and why slavery by the European nations began. What does 'Maafa' mean? That slavery started by the Portuguese and Spanish nations led to the slave trade by the British. To learn the triangular slave trade route between Africa, Caribbean and UK, naming the commodities brought and sold at each point.	Children to understand the term and growth of an empire. To evaluate how Britain has been shaped by her role in the wider world.
4. What was life like for a slave on the plantations?	Children to learn and consider the human impact of the slave trade and the living and working conditions for a slave a Caribbean plantation. Compare the benefits for UK in trade, and industry for the slave trade continuing.	Children to examine and evaluate the impact of social and cultural history.
5. How could the slaves show refusal and revolt?	Children to learn about the resistance, revolt and refusal of slavery (Maafa). That there were individuals and groups of slaves who revolted against slavery by either running away, small individual acts of defiance or rebellions. To read and analyse first-hand accounts of slave resistance and to discuss how successful they were.	To evaluate and investigate the and consequences of change To evaluate whether there is a singular moment which causes an event or multiple
6. Why did Britain maintain the slave trade for so long? Did the slave trade stop with abolition?	Children to learn what actions and key events led to the abolition of slavery. To compare to actions of religious groups, abolitionists, revolts and economic factors on the campaign to abolish slavery. To learn about the consequences of the abolition of the slavery for the slaves, the slave owners and the plantations.	To evaluate the positives and negatives of change throughout history
7. When and how was Africa colonised?	Children to learn what is colonisation and what are the consequences of it? Children to learn about the colonisation of Africa, by the European nations. That Europe divided the African kingdoms between themselves because of the resources that Africa held. That European nations held onto their colonies by military strength. That colonisation led to African traditions and culture being destroyed.	To evaluate the impact of the missing / overlooked voices in history
8. What is life like today for British black people?	Children will learn about the history of black people in Britain in C20th, Race Relation Act and lives of black people in Britain today. To learn that black people fought in the wars and worked to strengthen the British economy and strengthen British society. To learn the key points of the Race Relations Act and why it was important. What inequalities do black people still face today?	To evaluate the positives and negatives of differences throughout history compared with today
9. Quiz	Substantive quiz.	Disciplinary task - True or false: Hierarchy in Benin did not directly link to the UK slave trade. Discuss.

Historical Themes		Diversity in the Curriculum
Movement and Migration	The forced migration of slaves from Africa to the Caribbean.	Harriet Tubman - fight against slavery
Achievements	End of enslavement.	Black in Time - Britain and the Slave Trade (chapter from Alison Hammond book) Olaudah Equiano

Outcome	Character Traits	Stickability	WOW
Debate—how should you protest against something that you see as wrong?	Articulate Respectful Kind Curious	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	

Curriculum Objectives	Vocabulary				Links Across the Curriculum
History - Study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.	Holocaust	Destruction on a mass scale.	democracy	A system of government by the whole	Geography - the nations of Europe and the wider world. PHSE - the role of women in society. Law, democracy and justice. Science - English - poetry from the WW1. Oracy: speeches. Art—Battle Britain artwork
	remembrance	The action of remembering something or someone.	evacuation	The action of emptying a place or moving a person.	
	allies	A nation state formally cooperating with	Blitz	An intensive or sudden military attack.	
	trenches	A long narrow ditch in the ground.	rationing	Allow each person to have a fixed amount of a commodity.	
	parliament	The highest legislature, consisting of the house of lords and commons.	dictator	A ruler with total power over a country, typically one who has obtained control by force.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. What was the historical background to WW2?	Children to learn about the trench conditions and 'Poppy' symbols of remembrance of WW1. To name and identify the nations were fighting in Europe. To understand and know what was life like in WW1 trenches. How did the soldiers endure the terrible conditions in the trenches? Read and reflect on poems written about the trenches. Children to understand that the background to WW2 was the experience and memories of the conditions and losses of WW1.	To evaluate what knowledge you could gain from a period of history based on the date given
2. What were the key dates and main events of WW2 - where does this fit within a time-line?	Children to know the key sequence of events of WW2. To understand why Britain went to war against Germany. Children to understand the terms dictator, democracy, empire, and monarchy. To recognise and name the four political leaders of the nations: Hitler, Churchill, Roosevelt and Stalin. Which nations were allies to Britain and which allied to Germany?	Children to develop a chronology of significant events of the world that have shaped history. To define the terms democracy and dictator. To recognise key historical figures in world history.
3. What was 'the Blitz'? How was the city and the people effected by the Blitz?	Children will learn what is meant by the term 'The Blitz.' Children to learn why 'the Blitz' happened to London and what were the consequences of the bombing on other UK cities. To know that Leicester was bombed, as well as Coventry and Birmingham. These cities were bombed because they were centres of industry that were supporting the war effort. To know that bombing happened to Germany with the same effects on the population.	Children to understand how world wide actions and events impact on local areas. Children to analyse and evaluate the impact/cost of war on human life.
4. What was the effect of the War on the lives of children?	Children to understand about the evacuation of children from the cities to the countryside. Why and how were the children evacuated from the cities. What was it like for the children and their parents. What did the children take with them and how did it effect them?	Children to analyse and evaluate the effect of the war on children.
5. How was everyday life effected by the War?	How did the war effect the food people ate? Why was rationing brought in? How did the UK try to combat food shortages? What other shortages were there? How did the country adapt to cope with shortages of clothing and restrictions. That the UK fed itself through the 'dig for victory' campaign and by importing from the USA and the Commonwealth.	To understand that there is an impact and consequence of wider events on the lives of 'ordinary' people.
6. How did the war effect women's role in society?	Children will understand that the role of women in society changed during the war. That women's role changed from home-centred to a larger role in the world of work.	To evaluate and investigate the causes of change. To increase knowledge and understanding of social history and the role that women played in it.
7. What was the Battle of Britain?	Children to understand the causes and events of the Battle of Britain. Children to listen/read Churchill's 'Their Finest Hour' speech to Parliament. Children to understand the role of Parliament in decision/policy making.	To understand the term and role of a 'parliament.' To evaluate similar themes throughout history (e.g. democracy, empire, invasion, hierarchy)
8. What was the Holocaust and how should it be remembered?	Children to learn the meaning of the word 'Holocaust.' Who did it effect? To read and understand hoe Anne Franks diary helped us to understand the effects of the Holocaust	To read, appreciate and analyse the role of the eye-witness to history. To evaluate and question the impact of a primary or secondary source and its effect on history
9. How was Europe and the world a different place after the WW2?	Children to learn how the war ended. How did the end of the War impact nations and the political leaders? That the role of the USA in Europe was enhanced and that Russia became a country opposed to the 'western' ideals. The term 'cold war' was coined and used to define the east/west relationship.	Children to analyse change through the impact of historical events which lead to a new era in history.
10. Quiz	Substantive quiz.	Disciplinary task - Evaluate this statement: WWII left the world with positives and negatives.

Historical Themes		Diversity in the Curriculum
Movement and Migration	The movement of people through war, either as refugees or part of the fighting force. Movement of people through forced migration determined by the state, such as the Holocaust and evacuation.	Walter Tull—Played for Tottenham Hotspurs, one of the first black British officers in WW1.
Achievements	The change for the role of women in society from the home to the world of work.	The role of the different nations making up the 'British Empire' and the 'Commonwealth' during the wars.

Outcome	Character Traits	Stickability	WOW
Battle of Britain artwork. Debate about the causes and impact of war—when is it necessary to fight to win?	Articulate Respectful Kind Curious	Google quiz Working wall journey—added to each lesson Recap prior lessons and knowledge at the beginning of each lesson	