

**CURRICULUM COVERAGE AND OVERVIEW:**

**SUBJECT: HISTORY**



**KEY STAGE 1 & 2 NATIONAL CURRICUM:**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**PRIOR LEARNING FROM EARLY YEARS: Reception** – Old and New – Comparing transport from the past and present, Comparing household objects from the past and present.

Communication and Language/My Family - Sharing their own experiences of the past, using vocabulary related to time.

Understanding the World - Materials

<b>YR GROUP / TERM</b>	<b>TOPIC</b>	<b>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</b>	<b>SKILLS ACQUISITION</b>
<p><u>Year 1</u> <u>Autumn</u></p>	<p><b>Toys in the Past</b> <b>Changes within Living Memory</b></p>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about and describe their favourite toy (Personal Knowledge).</b></li> <li>• <b>Toys in the past were often made from different materials such as wood, metal, glass and fabric.</b></li> <li>• <b>Many old toys used wind up mechanisms to move and new toys use electricity.</b></li> <li>• <b>Old toys were often handmade, expensive and took a long time to make.</b></li> <li>• <b>Identify toys that are old and new.</b></li> </ul> <p>Children will begin exploring toys in the past by drawing and writing about their favourite toy and describing their toys.</p> <p>They will explore what toys were like when their parents and grandparents were small, looking at similarities and differences.</p> <p>Children will sort toys into those that are old and those that are new. They will link adjectives e.g. broken, shiny, rusty, and clean and match to the toys.</p> <p>Children will compare old and new similar toys e.g. two teddy bears of two trains. They will discuss what is the same and what is different. Their attention will be drawn to design, materials and how the toy moves as well as what the toy looks like.</p>	<p><b>Chronological understanding</b> Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Uses simple words and phrases to indicate periods of time e.g. in the past or a long time ago.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Recognise the difference between past and present in their own and others' lives.</p> <p><b>Interpretations of history</b> Compare adults talking about the past and how reliable their memories are.</p> <p><b>Historical enquiry</b> Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p><b>Organisation and communication</b> <b>Communicate their knowledge through:</b> Discussion, drawing pictures drama/role play, making models, writing and using ICT.</p>

		<p>Toys were often handmade in the past. This meant that toys took longer to make and were more expensive than toys in the present that are made from plastic in machines.</p>	
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At the end of this topic pupils will complete a timeline of toys from the to the present day. They will be able to use words relating to the passing of time and recognise how toys have changed over time.

A visit to the Discovery Museum – Toy Workshop.

**VOCABULARY:** words associated with the passing of time, modern, new, old, before, after, when grandparents were young. Vocabulary related to different types of materials e.g. wood, metal and plastic. A range of adjectives, dirty, rusty, shiny, worn, broken. Vocabulary related to different types of toys e.g. rocking horse, doll, robot and electronic toys.

**ENGLISH LINKS OPPORTUNITIES TO WRITE:**

- Description of favourite toys
- Comparison of toys from the past to modern toys using word mats.

**MATHS LINKS:**

- Sorting Activities

**SCIENCE LINKS:**

- Materials

**OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:** Listening to stories e.g. Peepo, listening to stories about the past from family members, describing characteristics of objects, sorting activities. Further timeline and source work.

**FUTURE LEARNING:** Y2: My Family

**PRIOR LEARNING:** Children will know that things were different in the past. New inventions and inventors make other things obsolete (see 'Toy' topic).

Reception - Old and New (Transport) Important Jobs Scientists

<b>YR GROUP / TERM</b>	<b>TOPIC</b>	<b>KEY CONTENT / LESSON SEQUENCE</b> <b>KNOWLEDGE ACQUISITION</b>	<b>SKILLS ACQUISITION</b>
Year 1 Spring	<p><b>George Stephenson</b></p> <p>Lives in significant others and places in their locality.</p>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>George Stephenson was born in the North East (Northumberland).</b></li> <li>• <b>George Stephenson invented the first railway.</b></li> <li>• <b>George Stephenson invented the miner's safety lamp.</b></li> <li>• <b>To know some key events in George Stephenson life.</b></li> <li>• <b>George Stephenson invention changed the way people travelled.</b></li> </ul> <p>Children will look at a significant individual in the past who have contributed to national and international achievements from the children's' locality.</p> <p>Encourage children to think about what the word 'famous' means. Who do they know who is famous? Do they know of someone from the past who is famous? what did they do?</p> <p>Look at a picture of George Stephenson. What can they find out about him from the picture? Look at the clothes, what the person is doing. How can the children know it is a picture from the past?</p> <p>Look at GS childhood, inventions and influence.</p> <p>Why did GS invent the Miner's lamp? Show the children a picture of the lamp and what it was used for. Discuss why men had to go underground to mine and the dangers. Encourage children to think of adjectives to describe conditions underground. Why is it important to improve safety? (Link with safety week)</p> <p>Why did GS invent the first locomotive? Describe to the children how coal was transported out of the mine and how GS invented a locomotive that would run on rails. Consider how the invention would change things.</p>	<p><b>Chronological understanding</b> Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Uses simple words and phrases to indicate periods of time e.g. in the past or a long time ago.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> They know and recount episodes from stories about the past.</p> <p><b>Interpretations of history</b> Is able to distinguish between fact and fiction through story and information books.</p> <p><b>Historical enquiry</b> Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p><b>Organisation and communication</b> <b>Communicate their knowledge through:</b> Discussion, drawing pictures drama/role play, making models, writing and using ICT</p>

		<p>Discuss the Liverpool to Manchester connection and the competition The Rainhill Trials and how GS's 'The Rocket' won the competition. Using pictures of the Rocket children to consider how people felt about travelling at speed.</p> <p>How did GS make travelling better for people? Discuss how people could now travel further distances quickly. Children to consider the improvements rail travel made to the people's lives.</p> <p>A visit to George Stephenson Railway Museum</p>	
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KEY VOCABULARY: Georgian, engineer, inventor, influence, courage, achievement, sequence, timeline, locomotive, miner's lamp

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Biography on George Stephenson

MATHS LINKS:

- Place era on a timeline / number line using an idea of scale.

GEOGRAPHY LINKS:

- Our Locality

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Order events in time, look for similarities and differences between today and the past

FUTURE LEARNING: Year 2 Lives of Significant Individuals: Grace Darling and Florence Nightingale. Year 3 Inventions/creations that have changed the world: Stone Age – Iron Age, Victorian Era Social History (Y6)

**PRIOR LEARNING:** Timeline and source work in previous Year 1 topics Children will know about features of a biography. From work on George Stephenson (lives of significant others in the local area) – they will know about the importance of inventors and pioneers and the difference that these people made. They will transfer these skills and thoughts into this topic, looking at how Christopher Columbus and Neil Armstrong were great pioneers of a different field.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 1 Summer	<p><b>Neil Armstrong and Christopher Columbus</b></p> <p>Lives of significant individuals</p>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Columbus and Armstrong were explorers at different times.</b></li> <li>• <b>Columbus discovered America.</b></li> <li>• <b>Armstrong was the first man to walk on the moon.</b></li> <li>• <b>Columbus used a ship in his voyage and Armstrong used a rocket in his mission.</b></li> <li>• <b>To identify the equipment that Columbus (compass, hat) and Armstrong (computer, helmet) used to succeed.</b></li> </ul> <p>Children will look at a significant individual in the past who have contributed to national and international achievements. Pupils will compare the experiences of Neil Armstrong and Christopher Columbus and learn about why they are important. Look at biographies of such individuals. Recap on the term pioneer. How did these two explorers compare? Debate who was the bravest / most important / most inspirational. Look at creating biographies of both and comparing them. Why was the space race important? What did we learn from it? Note that there were many failures before these pioneers succeeded. What does that tell us about growth mindsets?</p>	<p><b>Chronological understanding</b> Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Uses simple words and phrases to indicate periods of time e.g. in the past or a long time ago.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Recognise the difference between past and present in their own and others' lives. They know and recount episodes from stories about the past.</p> <p><b>Interpretations of history</b> Is able to distinguish between fact and fiction through story and information books. Compare adults talking about the past and how reliable their memories are.</p> <p><b>Historical enquiry</b> Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p><b>Organisation and communication</b> <b>Communicate their knowledge through:</b> Discussion, drawing pictures drama/role play, making models, writing and using ICT</p>

KEY VOCABULARY: Compare, debate, inventor, pioneer, influence, courage, growth mindset, achievement, sequence, timeline biography.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Biography on both inventors
- Landing on the moon writing from imagination.

MATHS LINKS:

- Place era on a timeline / number line using an idea of scale.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Features of a biography. Place era on a timeline / number line using an idea of scale.

FUTURE LEARNING: Year 2 Lives of Significant Individuals: Grace Darling and Florence Nightingale, Year 3 Inventions/creations that have changed the world: Stone Age – Iron Age, Social History (Y6)

**PRIOR LEARNING:** Early Years – Reception – My Family Nursery – All about me, Year 1 – Old and New toys - Toys they played with as babies and then today. Grandparent toys. Significant others Year 1 George Stephenson, Christopher Columbus and Neil Armstrong Sequencing and timelines and where to place people to scale. Science re: Human Body topic on our bodies and how they grow and develop over time. PSHE – Ten Ten curriculum.

<b><u>YR GROUP / TERM</u></b>	<b><u>TOPIC</u></b>	<b><u>KEY CONTENT / LESSON SEQUENCE</u></b> <b><u>KNOWLEDGE ACQUISITION</u></b>	<b><u>SKILLS ACQUISITION</u></b>
Year 2 Autumn	<b>Family History: Timeline</b>  <b>Changes within Living Memory</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>People change as they grow.</b></li> <li>• <b>Children are able to do more things than babies e.g. talk, read and walk.</b></li> <li>• <b>Adults are able to do more things than children e.g. work and drive.</b></li> <li>• <b>To talk about and describe their own family history (Personal Knowledge).</b></li> <li>• <b>Grandparents childhoods were different to their own e.g. no internet, different toys.</b></li> </ul> <p><b><u>All about me; birth to 7 years; development</u></b> Looking at what babies - adults can do at different stages How do we grow and change (Linked to Science)</p> <p><b><u>Photographic timeline</u></b> Bring in 5 photos at different stages of development; how have I changed over time? What is different about me at different stages?</p> <p><b><u>Family history</u></b> Who is in my family? Make a family tree; how far can I go back? How were things different for those people in my family who lived before me when they were 7 years old?</p>	<p><b>Chronological understanding</b> Sequence artefacts closer together in time. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives. Use words and phrases to indicate periods of time e.g. a long time ago and centuries</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.</p> <p><b>Interpretations of history</b> Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.</p> <p><b>Historical enquiry</b> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p><b>Organisation and communication</b> <b>Communicate their knowledge through:</b> Discussion, drawing pictures drama/role play, making models, writing and using ICT</p>



KEY VOCABULARY: grow change family, living memory Oral history Past Present Yesterday

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- My family history
- How have I changed
- A diary of me growing up

MATHS LINKS:

- Measuring children at different stages of development
- How much do we grow each year?

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Timelines Science – Animals and Humans How do we grow and change? Human Body

FUTURE LEARNING: Lives of significant others Grace Darling and Florence Nightingale.

**PRIOR LEARNING:** Children should have an ability to compare from previous topic. They will have an idea of timelines and sources from previous topics of pioneers in Y1 and Y2. Compare sources in greater detail during this topic. Learn about primary and secondary sources. Locality study Geography Y1 Geography UK.

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Year 2 – <u>Spring</u>	<p><b>Great Fire of London/Great Fire of Newcastle.</b></p> <p>Events beyond Living Memory and Local History.</p>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>The Great Fire of London started on 2 September 1666 in a baker’s shop on Pudding Lane.</b></li> <li>• <b>The Great Fire of London fire spread quickly because many of the buildings were made from wood, were close together and the weather had been hot and dry.</b></li> <li>• <b>There was no fire brigade in London at that time so people used buckets of water and pulled down buildings to stop the water spreading.</b></li> <li>• <b>The Great Fire of Newcastle and Gateshead started on 6 October 1854 in a factory.</b></li> <li>• <b>The local fire brigade worked together to put out the fire but it caused lots of damage.</b></li> </ul> <p>Looking at Historical sources for both events. Compare: The source of the fire / how it spread / how much damage it caused / the response of the fire brigade. Would it have the same impact today? Debate and justify opinions with evidence. Link with Safety Week and work with the fire brigade at Byker. Timeline of historical events 1800’s to now.</p> <p>Great Fire of Newcastle; timeline of events, workshop at <b>Discovery Museum.</b> Great Fire of London; workshop in school, Visit to Quay Side</p>	<p><b>Chronological understanding</b> Sequence artefacts closer together in time. Describe memories of key events in lives. Use words and phrases to indicate periods of time e.g. a long time ago and centuries</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.</p> <p><b>Interpretations of history</b> Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.</p> <p><b>Historical enquiry</b> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p><b>Organisation and communication</b> <b>Communicate their knowledge through:</b> Discussion, drawing pictures drama/role play, making models, writing and using ICT</p>

KEY VOCABULARY: Eye witness, timeline, event, compare / comparison, timeline, difference.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Eye witness account of fire.
- Writing on fire station visit.

MATHS LINKS:

- Place era on a timeline / number line using an idea of scale.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Identification and analysis of historical sources Safety week – Byker Fire Brigade Geography links – Local area and UK.

**PRIOR LEARNING:** Note skills learned in other topics on lives of significant individuals Guy Fawkes (Y1Christopher Columbus, Neil Armstrong, George Stephenson) – assessing sources and creating biographies. Children should be aware of timelines and the scale of timelines will help them further to understand number and the number system. Reception – Important Jobs.

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Year 2 - <u>Summer</u>	<p>Lives of Significant Individuals: Florence Nightingale and Mary Seacole</p> <p>Lives of Significant Individuals Events beyond Living Memory</p>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• A famous/significant person is someone who is remembered and has influenced people today.</li> <li>• Florence Nightingale was a nurse who was born in 1820 in and is known as ‘The Lady of the Lamp.’</li> <li>• Florence Nightingale is significant because she changed the way hospitals look after patients.</li> <li>• Mary Seacole was a British-Jamaican Nurse born in 1805.</li> <li>• Mary Seacole is significant because during the Crimean war she set up a hospital called the British Hotel to help soldiers.</li> </ul> <p>Developing research skills using a variety of sources. Look at timelines detailing significant events in the lives of both women. Compare both in terms of the qualities they showed and their influence on people of today. Complete biographies on both women.</p>	<p><b>Chronological understanding</b> Sequence artefacts closer together in time. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives. Use words and phrases to indicate periods of time e.g. a long time ago and centuries</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.</p> <p><b>Interpretations of history</b> Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.</p> <p><b>Historical enquiry</b> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p><b>Organisation and communication</b> <b>Communicate their knowledge through:</b> Discussion, drawing pictures drama/role play, making models, writing and using ICT</p>

KEY VOCABULARY: Chronology, chronological order, biography, sources (primary and secondary), museum, significant, famous, individual, influence.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Biography on Grace Darling.
- Biography on Mary Seacole.

MATHS LINKS:

- Place era on a timeline / number line using an idea of scale.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Identification and analysis of historical sources. Understanding of chronology.

FUTURE LEARNING: Year 3 The Victorian Era and Social History (Y6)

**PRIOR LEARNING:** Children should be aware of timelines and the scale of timelines will help them further to understand number and the number system. The ability to handle sources has been evidenced in Y2 (see Great Fire of London / Newcastle). Understand that inventions / creations changed the world (Y1) and the world has increasingly involved since then, giving reasons for why people lived and behaved as they did.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 3 – Autumn	The Stone Age – Iron Age	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>The Stone Age happened a long time ago, before even our grandparents were born.</b></li> <li>• <b>Key things needed for survival; food, water, shelter, warmth.</b></li> <li>• <b>People lived in houses made of stone.</b></li> <li>• <b>People had to kill animals for meat.</b></li> <li>• <b>People had to make anything they wanted e.g. clothes, weapons.</b></li> </ul> <p>Children will study late Neolithic hunter-gatherers and early farmers, including a case study of Skara Brae. We will also examine Bronze Age religion, technology and travel and Stone Henge. Children will have the opportunity to try their hand at Stone Age and Iron Age textile weaving techniques.</p> <ul style="list-style-type: none"> <li>• what humans needed for survival in the Stone Age.</li> <li>• understand what was found at Skara Brae and why it is important.</li> <li>• understand what copper mining meant to the people of the Bronze Age.</li> <li>• understand how evidence about Stonehenge can give us different answers about the past.</li> <li>• understand how and why hillforts were developed in the Iron Age.</li> <li>• Open question writing: What was life like for a child in the Stone Age?</li> <li>• understand how evidence about the past can help us learn about the Stone Age to Iron Age.</li> </ul>	<p><b>Chronological understanding</b> Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Uses words and phrases accurately to indicate periods of time (a long time ago, ancient) and is beginning to understand the vocabulary of decades, centuries, millennium.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p> <p><b>Interpretations of history</b> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at and discuss representations of the period – museum, cartoons etc.</p>

		Visit to the Hancock Museum	<p><b>Historical enquiry</b> Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.</p> <p><b>Organisation and communication</b> <b>Communicate their knowledge through:</b> Discussion, drawing pictures drama/role play, making models, writing and using ICT.</p>
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KEY VOCABULARY: Stone age, Iron Age, Bronze age, Skara Brae , early man, Neolithic, stone henge, cave art, hunters, predators, Chronology, chronological order

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Open question writing: What was life like for a child in the Stone Age?
- Presentations on Stonehenge.

MATHS LINKS:

- Place value links to relevant historical dates.
- Timelines.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Y1 + 2: Timelines, Y1 + 2: Inventions.

FUTURE LEARNING: - Vikings Changes in Britain - Victorians Y5 literacy Wolf Brother Ancient Civilisations

**PRIOR LEARNING:** Children have learned about changes in British History through the stone age unit in Year 3 and they will be able to use this knowledge to compare aspects of life in Britain in different periods of time. Children’s knowledge in Geography and the local area will support their understanding of Viking invasions in the North East. Children have learnt about other faiths and beliefs within the RE curriculum.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 3 – <u>Spring</u>	<b>The Vikings</b>	<p><b>5 things to remember</b></p> <ul style="list-style-type: none"> <li>• <b>The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</b></li> <li>• <b>Vikings travelled in boats called longships and first arrived in Britain as raiders and invaders in around AD 787.</b></li> <li>• <b>Danegeld was the strategy of paying the Vikings to go away to stop them raiding and invading.</b></li> <li>• <b>Vikings lived in longhouses made from wood.</b></li> <li>• <b>Vikings were Pagans and worshiped Gods such as Odin.</b></li> </ul> <p><b>LESSON SEQUENCE</b></p> <p>1: Viking raiders and invaders. Introduce Vikings and where they came from using map work. Learn about why when and how they invaded Britain ordering key events on a timeline.</p> <p>2. Compare the significance of different Anglo-Saxon Kings in the Viking period and the impact of the Vikings on Britain’s landscape and the Anglo-Saxon Kings.</p> <p>3. Explore the impact on Britain and the Anglo-Saxon King Ethelred the unready became King at seen years old and tried to control the Vikings using Danegeld – Paying them to go away.</p> <p>4. Identify key aspects of Viking life. Learn about key aspects of Viking life including homes, food, clothes and jewellery using a variety of sources. Compare rich and poor Vikings.</p> <p>5. Explore Vikings beliefs such as Odin and Valhalla and the use of runes to tell the future.</p> <p>6. Viking Laws and Justice – Compare Laws and punishments in Viking times to Modern Britain.</p>	<p><b>Chronological understanding</b></p> <p>Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Uses words and phrases accurately to indicate periods of time (a long time ago, ancient) and is beginning to understand the vocabulary of decades, centuries, millennium.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b></p> <p>Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p> <p><b>Interpretations of history</b></p> <p>Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at and discuss representations of the period – museum, cartoons etc.</p> <p><b>Historical enquiry</b></p>



			<p>Use a range of sources to find out about a period.          Observe small details – artefacts, pictures.          Select and record information relevant to the study.          Begin to use the library and internet for research.</p> <p><b>Organisation and communication</b>  <b>Communicate their knowledge through:</b>          Discussion, drawing pictures drama/role play, making models, writing and using ICT.</p>
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KEY VOCABULARY: Viking, raid, invade, Denmark, Norway, Sweden, Norse, King, kingdom, Alfred the Great, Edward the Elder, Aethelflaed, King Athelstan, Danegeld, King Ethelred II The Unready, Valhalla, runes, Odin, Frigg, longhouse, Pagan, Thing, outlaw, outlawed, law speaker, criminal, justice, defendant, court, ordeal, wergild.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Diary entry linked to key aspects of Viking life.
- Letter to Vikings from the King Ethelred. Viking poetry/songs/prayer.

MATHS LINKS:

- Money

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Source work - primary and secondary sources. Cross-curricular links – Music Viking songs DT – Cooking typical Viking meal Geography map work (Europe and UK) Local Area RE/PSHE Other Faiths/beliefs British values – Law and Justice

FUTURE LEARNING: Monarchy, Law and Order, Other beliefs (Mayans/Greeks) Invasion, Europe Map work Social History – Poor and Rich.

**PRIOR LEARNING:** Understand chronology and begin with a timeline against other topics studied historically (Grace Darling, Florence Nightingale, Great Fire of London). Also, link closely to studies of George Stephenson from Y1 – a great Victorian inventor. Check what the children can remember and build upon. Children will compare eras with modern times including technology, times and key inventions in the Victorian era that are still influential today as well as practices that we have moved on from (child labour, schooling system, corporal punishment) etc.

<b>YR GROUP / TERM</b>	<b>TOPIC</b>	<b>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</b>	<b>SKILLS ACQUISITION</b>
Year 3 – Summer	The Victorian Era	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• Queen Victoria was queen during this time.</li> <li>• Hospitals were not very clean places.</li> <li>• Teachers were very strict and had different punishments.</li> <li>• Children often worked rather than go to school.</li> <li>• Modern appliances didn't exist in the kitchen, eg. Microwaves.</li> </ul> <p>Children will study the reign of Queen Victoria and examine this time period in terms of a great economical, technological, industrial and political change. Children will compare and contrast modern day to Victorian: schools, hospitals and work places. Children will study key figures in the following fields: medicine, art and design, literature and science. Children will have the opportunity to experience Beamish Museum.</p> <ul style="list-style-type: none"> <li>•identify Queen Victoria and place the Victorian period in relation to other periods in history.</li> <li>•research facts about Queen Victoria.</li> <li>•understand what life was like for Victorian school children.</li> <li>•compare and contrast a Victorian hospital to a modern-day hospital.</li> <li>•understand a significant turning point in British history, George Stephenson and the railways.</li> <li>•research facts significant advances in technology during the Victorian era.</li> <li>•research facts about the Bronte sisters.</li> <li>•compare and contrast a Victorian childhood with a modern childhood.</li> <li>•understand how evidence about the past can help us learn about the Victorian era.</li> </ul>	<p><b>Chronological understanding</b> Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Uses words and phrases accurately to indicate periods of time (a long time ago, ancient) and is beginning to understand the vocabulary of decades, centuries, millennium.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p> <p><b>Interpretations of history</b> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at and discuss representations of the period – museum, cartoons etc.</p> <p><b>Historical enquiry</b></p>

			<p>Use a range of sources to find out about a period.          Observe small details – artefacts, pictures.          Select and record information relevant to the study.          Begin to use the library and internet for research.</p> <p><b>Organisation and communication</b>  <b>Communicate their knowledge through:</b>          Discussion, drawing pictures drama/role play, making models, writing and using ICT.</p>
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KEY VOCABULARY: Queen Victoria, Prince Albert, reign, monarchy, medicine, Joseph Lister, Bronte sisters, inventions, George Stephenson, steam engine.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Biography of Queen Victoria.
- Presentations on: Queen Victoria, Bronte sisters, George Stephenson.

MATHS LINKS:

- Place value links to relevant historical dates.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

Year 2 – Grace Darling – local Victorian, George Stephenson – local Victorian/inventor, Florence Nightingale – Victorian medicine and healthcare.

FUTURE LEARNING: Tudors (Y5), Monarchy (Y6), Social History (Y6), Monarchy (Y6)

PRIOR LEARNING: Children have learned about other civilisations in the past (Stone Age) and other eras (Victorian). Place the Greek era on a timeline to give the children an idea of chronology (Mathematical link with a Number Line). Note what the children may already know about the Greeks, including knowledge of Greek myth – link with the language of the New Testament being Greek.. This should be a recap for children to absorb the Geography of Europe in a different context. Children should have some familiarity with accessing an Atlas.

<b>YR GROUP / TERM</b>	<b>TOPIC</b>	<b>KEY CONTENT KNOWLEDGE ACQUISITION/ LESSON SEQUENCE</b>	<b>SKILLS ACQUISITION</b>
Year 4 - Autumn	Ancient Greece	<p><b>5 things to remember</b></p> <ul style="list-style-type: none"> <li>• <b>The Ancient Greeks were the first people to practice democracy</b></li> <li>• <b>The modern Olympic Games are inspired by the ancient games</b></li> <li>• <b>The Ancient Greeks believed in many Gods – name at least one eg Zeus, Athene,</b></li> <li>• <b>Name at least 1 significant figure from Ancient Greek society – eg Socrates, Alexander the Great, Hippocrates</b></li> <li>• <b>The Ancient Greek empire was conquered by the Roman Empire</b></li> </ul> <p><b>LESSON SEQUENCE</b></p> <p>1: Opening activity: place on a timeline, identify Greece on a map            2: How did Greek democracy work and how does it differ from Democracy in modern Britain? The place of women in Greek society.            3: Greek Religion – the Olympians and minor deities            4: What do we know about the Ancient Olympic games (source work)            5: Greek Warfare: Athens and Sparta            6: The Decline of the Greek Empire and rise of Rome            7: Assessment Activity</p>	<p><b>Chronological understanding</b>            Place events from period studied on time line.            Use terms related to the period and begin to date events.            Understand more complex terms e.g. BC/AD.            Understands phrases to indicate time and is beginning to talk about decades, centuries, millennium.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b>            Use evidence to reconstruct life in time studied.            Identify key features and events of time studied.            Look for links and effects in time studied.            Offer a reasonable explanation for some events.            Remembers a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p> <p><b>Interpretations of history</b>            Look at and discuss the evidence available.            Begin to evaluate the usefulness of different sources.            Use text books and historical knowledge.</p> <p><b>Historical enquiry</b>            Use evidence to build up a picture of a past event.            Choose relevant material to present a picture of one aspect of life in time past.            Ask a variety of questions.</p>

			Use the library and internet for research.
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**Organisation and communication**

Recall, select and organise historical information.

Communicate their knowledge and understanding.

KEY VOCABULARY: Democracy, tyranny, polytheism, monotheism, academy, architecture, resources, trade links, cause and effect, revolt, invasion and sources.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Recount a Greek Myth, Explain Greek Democracy – Was Greek Democracy fair?

MATHS LINKS:

- Timelines

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Source work - primary and secondary sources. Concept of Empire Democracy, tyranny and equality (British Values – PSHE)

FUTURE LEARNING: Romans (Y2) Mayans (Y5) and WW1 (Y2) WWII (Y6)); recap of map skills and construction of timelines – recap of BC/AD and recap of negative numbers (maths) Other Faiths (Mayans)

**PRIOR LEARNING:** Children have learned about other civilisations in the past Greeks, Stone Age and other eras (Victorian). Place the Roman era on a timeline to give the children an idea of chronology (Mathematical link with a Number Line). Note what the children may already know about the Romans without realising it – link with Romans occupying Jewish territory in Jesus’ time and the fact that the Romans were an occupying force. Revisit Geography of Greeks from Autumn term to show the Geography and spread of the Roman empire. This should be a recap for children to absorb the Geography of Europe in a different context. Children should have some familiarity with accessing an Atlas and local history.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT KNOWLEDGE ACQUISITION/ LESSON SEQUENCE</u>	<u>SKILLS ACQUISITION</u>
Year 4 – <u>Spring</u>	Romans	<p><b>5 things to remember:</b></p> <p><b>A. Dates of Julius Caesar’s Invasion (55-54BC) and the Roman Occupation of Britain (43AD-410AD)</b></p> <p><b>B. To know some territories that belonged to the Roman Empire</b></p> <p><b>C. To name at least 1 roman fort in the north east</b></p> <p><b>D. To recall some aspects of the story of Boudicca</b></p> <p><b>E. To know that the Romans used Latin and Roman Numerals.</b></p> <p>Children will begin to develop a wider understanding of the Romans and who they were. They will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <ol style="list-style-type: none"> <li>1. KWL and place on a timeline</li> <li>2. Reasons for Roman conquest of Britain? Scale of Empire on a map</li> <li>3. Segedunum visit and follow up.</li> <li>4. Life on the wall - artefacts &amp; sources (Boxes of Delight, online research, roman recipes)Evaluate usefulness of sources.</li> <li>5. Life on the wall: Roleplay and soldier’s diary (HA/MA)/day in the life(LA, SEN)</li> <li>6. Boudicca - To explain reactions to Roman invasions. Intro to Icenii. Revolt and burning of Londinium art.</li> <li>7. Boudicca and end of Roman occupation - Place on timeline, crushing of rebellion. Roleplay and hotseating.</li> </ol>	<p><b>Chronological understanding</b> Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD. Understands phrases to indicate time and is beginning to talk about decades, centuries, millennium.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events. Remembers a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p> <p><b>Interpretations of history</b> Look at and discuss the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.</p> <p><b>Historical enquiry</b> Use evidence to build up a picture of a past event.</p>

		<p>8. Presentation: What did the Roman's do for us? Research and present on things Romans left behind (roads, reading and writing, towns, religion - both pagan and Christianity) Class vote.  <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx</a></p> <p>9. Assessment - pop quiz and revidit/evaluate KWL.</p>	<p>Choose relevant material to present a picture of one aspect of life in time past.          Ask a variety of questions.          Use the library and internet for research.</p> <p><b>Organisation and communication</b>          Recall, select and organise historical information.          Communicate their knowledge and understanding.</p>
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KEY VOCABULARY: legacy, Roman Britain, architecture, resources, trade links, pilgrimages, cause and effect, revolt, invasion and sources.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- To decide and explain what you think was the most important thing the Roman Empire left us with in Britain.
- Diary entry as a Roman soldier at Segedunum

MATHS LINKS:

- Roman numeral conversions, numerals in recipes/diary
- Roman numeral clock making - negative numbers with BC/AD

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Source work - historical visits, primary and secondary sources. Y4 Empire (Greeks and possibly Y3 Victorians) Maths – Roman Numerals Geography -map work RE – Romans in the Bible RE – Other Faiths

FUTURE LEARNING: Empires WW1 Mayans and Egyptians (Year 5) Local History

**PRIOR LEARNING:** Compare chronology to Victorian times (Y3) and note that WW1 was not long after the reign of Queen Victoria. Local History and Geography (KS1) Geography – Europe through Greeks and Roman prior learning.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT</u> <u>KNOWLEDGE ACQUISITION/ LESSON SEQUENCE</u>	<u>SKILLS ACQUISITION</u>
Year 4 <u>Summer</u>	<b>World War 1</b>	<p><b>5 things to remember:</b></p> <p><b>A: WWI lasted from 1914-1918.</b></p> <p><b>B: The war was the result of tensions between rival empires</b></p> <p><b>C: The War affected people in Byker, including children.</b></p> <p><b>D: Animals played an important role in WWI fighting.</b></p> <p><b>E: The Christmas Truce of 1914 was a spontaneous display of solidarity between rival soldiers.</b></p> <p>To discuss the causes of World War One and find out how the war developed. To investigate what role the British Empire played in WW1 while making local (Byker) links. To think about life as a WW1 soldier (war, food, weapons, family and living conditions). Make it relevant for the children by discussing the role of children during WW1. Discuss how World War One end and what happened afterwards.</p> <p>KWL and place war on a timeline.</p> <p>Causes of war. Introduce Empire (map work) - Which countries conquered by UK, which by other European powers. Why Empire led to jealousy, rivalry and fear.</p> <p>Start of War in England. Source work - archives showing people in Byker signing up and ages. What motivated sign-ups. including underage soldiers? Role of recruitment posters &amp; songs.</p> <p>Visit &amp; Source work: Examination of Heaton War graves and local memorials + follow-up. Use <a href="http://genuki.org.uk">genuki.org.uk</a>.</p> <p>The War in Byker: Zeppelin raids. Roleplay Air Raid. Cabinet exercise - laws for keeping safe.</p> <p>The War in Byker -Civil defence and sound mirrors (Starter - what is this?)- their workings, and make model of WWI sound mirrors.</p> <p>Trench Warfare - intro to trenches &amp; trench diagram. Map of Western Front.</p>	<p><b>Chronological understanding</b></p> <p>Place events from period studied on time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p> <p>Understands phrases to indicate time and is beginning to talk about decades, centuries, millennium.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b></p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Remembers a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p> <p><b>Interpretations of history</b></p> <p>Look at and discuss the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge.</p> <p><b>Historical enquiry</b></p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>



Life in the trenches. - Artefact work (Boxes of delight/history bloke) & follow up. - Extended write - diagram and explanation of artefacts. Importance of animals. Horses, Dogs, Messenger pigeons. Link to War Horse. <https://www.bbc.co.uk/newsround/28604874> Prepare a presentation on different animal stories. Link to Kirkpatrick and Gallipoli here (War Donkey).

The War in Byker - Rationing - Make WWI rationing recipe. Parkin or Chocolate Potato Cake. Record recipe/instructions.

The Christmas Truce - re-enactment. Including singing of German Silent Night & football game. Hot seat soldier and officer for different perspectives.

The Christmas Truce - The context of the Christmas Truce - Debate: was the truce wrong or right?

The end of the War & consequences (map work and timeline).

**Organisation and communication**

Recall, select and organise historical information. Communicate their knowledge and understanding.

KEY VOCABULARY: Armistice, artillery, assassinate, invasion, empires, allies, rationing, truce

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Diary Entry - the start of the War; Letter from the Trenches; Butterfly Lion; rationing recipe/instructions.
- Speaking opportunity - Debate on Christmas Truce, Presentation on aspects of course.

MATHS LINKS:

- Timelines

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Recap during remembrance poetry in Y6. Y6 also cover WW2 so can make numerous links. Empire - link with Rome (Y4 Summer), WW2 (Year 6), Local History – Air raids.

Continue with world map. Continue/introduce historical timeline. Link with Geography in terms of identifying countries involved and why they got involved. Explore war and why people went to war and why they still go to war. Explore human cost. Show children that the reality of war is quite different to how it is presented in video games etc and actually, how the reality of going to war was very different to what the troops of the time expected.

FUTURE LEARNING: WW2 (Y6) Changes in Britain.

**PRIOR LEARNING:** Children should be used to timelines from previous topic. Check number sense and scale (Mathematics) in comparing the civilisation to previous eras covered (Romans / Greeks/Victorians / Stone Age .Children can use Atlases to see where the Egyptian civilisation existed and begin to learn about a different part of the world (e.g. Africa as opposed to Central and South America and Europe).

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 5 – Autumn	<b>The Ancient Egyptians</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>The Ancient Egyptians lived from 3100BC until 30BC in Egypt.</b></li> <li>• <b>The River Nile was a very important resource for the Egyptians, particularly for farming.</b></li> <li>• <b>Mummification is a process where the body is preserved and prepared for the afterlife.</b></li> <li>• <b>The Ancient Egyptians believed in more than 2000 gods (examples given).</b></li> <li>• <b>Ancient Egyptians wrote using hieroglyphs.</b></li> </ul> <p>Pupils look at the achievements of this early civilisation: engineering, culture and religion. Pupils study images of artefacts from the period and develop theories about what life was like in ancient Egypt.</p> <ol style="list-style-type: none"> <li>1. Introducing the Ancient Egyptians – where and when in history do they exist.</li> <li>2. The lives of Egyptians – using sources (images) to learn about the life and jobs of the Ancient Egyptians.</li> <li>3. Mummification – learning about and explaining the process of mummification.</li> <li>4. Ancient Egyptian beliefs – introducing the gods and creating own god for myth.</li> <li>5. Hieroglyphs – reading, understanding and using hieroglyphics. Discussing the discovery of hieroglyphs.</li> <li>6. Information text on the Ancient Egyptians.</li> </ol>	<p><b>Chronological understanding</b> Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Pupil can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Study different aspects of different people e.g. differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period. Understands and uses some words related to history in general as well as periods of history e.g. empire, parliament, civilisation, peasantry etc.</p> <p><b>Interpretations of history</b> Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.</p>

			<p><b>Historical enquiry</b>          Begin to identify primary and secondary sources.          Use evidence to build up a picture of a past event.          Select relevant sections of information.          Use the library and internet for research with increasing confidence.</p> <p><b>Organisation and communication</b>          Recall, select and organise historical information.          Communicate their knowledge and understanding.</p>
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KEY VOCABULARY – Ancient Egyptians: periods of time, decades, centuries, millennia, artefacts, River Nile, farming, beliefs, Gods, worship, challenge, critical, sources of evidence, primary sources, secondary sources, theories, livelihood, engineering, locations, lifestyle.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Explanation text on mummification
- Diary as an Egyptian child
- Ancient Egyptian myths
- Non-chronological report on Ancient Egyptian life

MATHS LINKS:

- Comparing length of time periods

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Where did the Egyptians feature in history in relation to previously studied topics (Greeks, Stone Age, Romans etc.)? How did life, jobs, languages and beliefs differ from other periods RE – Other Faiths Geography Map work

FUTURE LEARNING: Civilisations Mayans

**PRIOR LEARNING:** Children should be used to timelines from previous topic. Check number sense and scale (Mathematics) in comparing the civilisation to previous eras covered (Greeks/Romans / Victorians / Stone Age) and Egyptians in the autumn term. Children can use Atlases to see where the Mayan civilisation existed and begin to learn about a different part of the world (e.g. Central and South America as opposed to Europe). Note the link with religions and other faiths that we have learned about and discovered through RE.

<b>YR GROUP / TERM</b>	<b>TOPIC</b>	<b>KEY CONTENT / LESSON SEQUENCE</b> <b>KNOWLEDGE ACQUISITION</b>	<b>SKILLS ACQUISITION</b>
Year 5 – Summer 1	<b>The Ancient Mayans</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>The Ancient Mayans lived from 2000BC to 900AD in Mesoamerica (Now Central America).</b></li> <li>• <b>The Ancient Mayans believed in lots of Gods and religion was very important to them.</b></li> <li>• <b>The Mayans used symbols to represent numbers and hieroglyphs for writing and they wrote on codices (made from fig tree bark).</b></li> <li>• <b>Primary and secondary sources can be used to learn more about the Mayans.</b></li> <li>• <b>The Mayan civilisation collapsed due to drought, over farming and war.</b></li> </ul> <p>Pupils carry out a study of this non-European society. Pupils look at the achievements and culture of this civilisation and contrast this with what was happening in Britain at the time</p> <ol style="list-style-type: none"> <li>1. Introducing the Ancient Mayans – discovering the context of Mayan civilisation (where and when they lived).</li> <li>2. Religious beliefs – learning about different Mayan Gods, festivals and the role of the priest. Creating own God.</li> <li>3. Mayan number system – learning about and applying knowledge of the Mayan number system.</li> <li>4. Using sources – discussing primary and secondary sources. Studying a range of sources to infer facts about the life of an Ancient Mayan.</li> <li>5. Mayan writing system - learning about and applying knowledge of the Mayan writing system.</li> </ol> <p>What was life like for an Ancient Mayan? Discuss.</p>	<p><b>Chronological understanding</b> Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Pupil can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Study different aspects of different people e.g. differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period. Understands and uses some words related to history in general as well as periods of history e.g. empire, parliament, civilisation, peasantry etc.</p> <p><b>Interpretations of history</b> Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.</p>

			<p><b>Historical enquiry</b>          Begin to identify primary and secondary sources.          Use evidence to build up a picture of a past event.          Select relevant sections of information.          Use the library and internet for research with increasing confidence.</p> <p><b>Organisation and communication</b>          Recall, select and organise historical information.          Communicate their knowledge and understanding.</p>
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**KEY VOCABULARY:**

Ancient Mayans, civilization, writing system, number system, Central America, Mesoamerica, beliefs, Gods, rituals, bloodletting, priests, festivals, the Maya Worlds, Underworld, symbols, sources of evidence, primary sources, secondary sources, explorers, Copan, detailed drawings, temples, sculptures, Catherwood, codices, hieroglyphs, glyphs.

**ENGLISH LINKS OPPORTUNITIES TO WRITE:**

- Diary of an Ancient Mayan.
- Information text about Mayan life.
- Recount of a Mayan ceremony.

**MATHS LINKS:**

- Maths with the Mayan number system

**OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:**

Where the Mayans feature in history in relation to previously studied topics (Greeks, Stone Age and Romans etc.)?

How did life, jobs, languages and beliefs differ from other periods? Other Faiths RE – Other Faiths

Geography Map work and Climate/drought

**PRIOR LEARNING:** Place the Tudors on a timeline in comparison to Victorians and modern era. Check number sense and scale (Mathematics). Make comparison of Tudor monarchs and note how the country shifted dramatically and was a place of unstable religious intolerance at the time. Make comparisons with RE and other faiths.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 5 – Summer 2	<b>Local history study: Tudor Newcastle.</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>The Tudors were a family that reigned in Britain from 1485 – 1603.</b></li> <li>• <b>Henry VIII had six wives and three children.</b></li> <li>• <b>Tudor Newcastle looked very different to today with defensive walls and medieval bridges.</b></li> <li>• <b>Tudor homes were made with wattle and daub, beams and had lots of windows. Overhangs were also common as people built their homes upwards.</b></li> <li>• <b>Tudor punishments were very harsh and people were often punished in front of large crowds.</b></li> </ul> <p>Using maps from the time and looking at remaining locations around the city, pupils gather evidence about what life was like in Tudor Newcastle and how our city has changed.</p> <ol style="list-style-type: none"> <li>1. Using buildings as evidence – introducing Tudor Newcastle. Using buildings, structures and maps as evidence of</li> <li>2. Tudor houses – exploring Tudor houses, including what they are made of, their appearance etc.</li> <li>3. Tudor clothing – studying Tudor clothing and making inferences about society based on evidence.</li> <li>4. Henry VIII – using evidence to learn about the character of Henry VIII.</li> <li>5. Comparing eras – using prior knowledge to identify similarities and time differences between periods.</li> <li>6. Recount of Tudor life from the perspective of the child.</li> </ol>	<p><b>Chronological understanding</b> Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Pupil can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Study different aspects of different people e.g. differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period. Understands and uses some words related to history in general as well as periods of history e.g. empire, parliament, civilisation, peasantry etc.</p> <p><b>Interpretations of history</b> Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.</p>

			<p><b>Historical enquiry</b>          Begin to identify primary and secondary sources.          Use evidence to build up a picture of a past event.          Select relevant sections of information.          Use the library and internet for research with increasing confidence.</p> <p><b>Organisation and communication</b>          Recall, select and organise historical information.          Communicate their knowledge and understanding.</p>
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KEY VOCABULARY – The Tudors: monarch, family tree, era, structural evidence, sources, artefacts.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Information text on life in Newcastle in Tudor times
- Recount as a worker in Tudor Newcastle

MATHS LINKS:

- Comparing length of time periods

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

Where did the Egyptians/ Tudors feature in history in relation to previously studied topics (Greeks, Stone Age, Romans and Mayans etc.)?

How did life, jobs, languages and beliefs differ from other periods RE other Faiths.

FUTURE LEARNING: Monarchy (Y6)

Changes in social history (Y6)

**PRIOR LEARNING:** Children learned about WW1 in Y4. Within that they learned about the Geography of Europe. Make comparisons as to why the conflict started and what it was like for the people going to war.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 6 – <u>Autumn</u>	<b>World War 2:</b> <b>Local History</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Hitler started WWII because he wanted to make Germany great again after their defeat in WW1</b></li> <li>• <b>Hitler blamed Jewish people for Germany’s problems and sent them to Concentration camps – this is known as the Holocaust.</b></li> <li>• <b>The Blitz saw Germany drop thousands of bombs onto British cities killing innocent families – WWII was the 1st war where civilians died.</b></li> <li>• <b>Life for British children involved being evacuated from cities to the countryside away from their families. This could be a good or bad experience depending on the host family you were with.</b></li> <li>• <b>Food was rationed, along with clothing and petrol because it was hard to get things from other countries due to the war.</b></li> </ul> <p>WWII, from the outbreak of war and Winston Churchill's role as prime minister.</p> <p>Children will study the effects of:</p> <ul style="list-style-type: none"> <li>• Rationing – look at different food sources and comparing meals of today – which is healthier.</li> <li>• Evacuation - Educational Visit to Beamish Museum – Evacuee Workshop.</li> <li>• Role of women - What happened to those left behind in Britain?</li> <li>• Blitz – How did people survive</li> <li>• Holocaust – linked to English text ‘Boy in the Striped Pyjamas’ How did Hitler convince German public to do such terrible things? Did everyone agree with him?</li> </ul>	<p><b>Chronological understanding</b></p> <p>Place current study on time line in relation to other studies. Use relevant dates and terms.</p> <p>Sequence up to 10 events on a time line.</p> <p>Confidently uses a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b></p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Understands and uses some words related to history in general as well as periods of history e.g. empire, parliament, civilisation, peasantry etc.</p> <p><b>Interpretations of history</b></p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Awareness that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p>



			<p><b>Historical enquiry</b>  Recognise primary and secondary sources.  Use a range of sources to find out about an aspect of time past.  Suggest omissions and the means of finding out.  Bring knowledge gathered from several sources together in a fluent account.</p> <p><b>Organisation and communication</b>  Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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KEY VOCABULARY: Evacuation, conflict, Blitz, civilians, armed forces, invaded, Resistance, Holocaust, Anti-Semitism, racism, Far-right, Nazis, propaganda, intolerance

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Diary of an evacuee
- Letter home from evacuee
- Recount of the Blitz
- Report of the Holocaust
- Biography of Churchill
- Weekly reading session using English text 'Boy in the Striped Pyjamas'
- Anne Frank Diary Entries

MATHS LINKS:

- Map reading skills – using an Atlas.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Topic will work alongside the novel 'The Boy with the Striped Pyjamas.' Note the innocence of the main protagonist and the lies and propaganda that he was exposed to. What are the dangers that this could happen today? **Art** – look at WWII art including Lowry Geography – Map Work (Europe) British Values

FUTURE LEARNING: Changes in social history (Y6)

**PRIOR LEARNING:** Link with work with Tudor's and Victorians. See what the children remember about the Tudor monarchs and how they behaved. What rights did the monarch have then compared to now? Where did these rights come from? How and why did they change? Is this a good thing or a bad thing?

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 6 – <u>Spring</u>	Monarchy	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Britain has a hereditary monarchy – meaning it is passed to the eldest child in each generation of the royal family.</b></li> <li>• <b>King John's Magna Carta made sure people had to have a trial before being sent to prison – it is the basis of laws today across the world.</b></li> <li>• <b>Queen Victoria's reign saw Britain become the most powerful country in the world thanks to scientific discoveries and Britain's powerful army.</b></li> <li>• <b>Queen Elizabeth II was the longest reigning monarch and her successor is our current monarch Charles III.</b></li> <li>• <b>There are some people - known as Republicans – who would like to see the Monarchy scrapped because they do not think it is fair people have a position of power just based on which family they are born into.</b></li> </ul> <p>The changing power of the monarchs using case studies. Children will select a famous monarch and carry out independent research. Compare role of Monarchs through the ages - Tudor monarchs to Elizabeth. Note the complete change. What brought this about? What was wrong with the absolute power of Kings? How does King John and the Magna Carta still shape the way we live today?</p>	<p><b>Chronological understanding</b> Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line. Confidently uses a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. Understands and uses some words related to history in general as well as periods of history e.g. empire, parliament, civilisation, peasantry etc.</p> <p><b>Interpretations of history</b> Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Awareness that different evidence will lead to different conclusions.</p>

			<p>Confidently use the library and internet for research.</p> <p><b>Historical enquiry</b>  Recognise primary and secondary sources.  Use a range of sources to find out about an aspect of time past.  Suggest omissions and the means of finding out.  Bring knowledge gathered from several sources together in a fluent account.</p> <p><b>Organisation and communication</b>  Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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KEY VOCABULARY: Hereditary, descendants, family tree, Republic, Civil War, successor, Magna Carta, inherited.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Argument 'Who is Britain's Greatest Monarch'
- Richard III Shakespeare play.
- Explanation – How does the British Monarchy system work?

MATHS LINKS:

- Dates order

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Refer to Elizabeth II role in WW11. Previous Monarchs learning such as Tudors. Geography link – Maps of the UK to identify key places. British Values

FUTURE LEARNING: Changes in social history (Y6)

**PRIOR LEARNING:** Link with previous topic in how the role of the monarch changed over the centuries. WW1 and WW2 learning. Changing attitudes to women in history.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 6 - <u>Summer</u>	<b>Changes in Social history:</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>People’s ideas about how others should be treated and what is acceptable have changed a lot over the past 100 years.</b></li> <li>• <b>Discrimination is when people are treated unfairly just because of who they are – not what kind of person.</b></li> <li>• <b>Racism has impacted society throughout the ages. Martin Luther King is a significant because he was an activist America’s civil rights movement.</b></li> <li>• <b>Sexism has impacted society throughout the ages. Suffragette Emily Davidson fought for votes for women in the early twentieth century.</b></li> <li>• <b>Homophobia has impacted society throughout the ages. Alan Turing was a significant mathematician and computer scientist; his legacy includes the ‘Alan Turing Law’.</b></li> </ul> <p>Changes in popular culture throughout the 20<sup>th</sup> century: impact of technology, changing role of women, youth culture, fashion, music etc</p> <p>Pay particular regard to changing attitudes towards women and racial equality.</p> <p>Note key figures in change:</p> <ol style="list-style-type: none"> <li>1. Martin Luther King – Racism</li> <li>2. Emily Davidson - Sexism</li> <li>3. Alan Turing – Homophobia</li> <li>4. Greta Thunberg – people with learning differences and beliefs, ageism.</li> </ol>	<p><b>Chronological understanding</b></p> <p>Place current study on time line in relation to other studies. Use relevant dates and terms.</p> <p>Sequence up to 10 events on a time line.</p> <p>Confidently uses a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p><b>Range and depth of historical knowledge and concepts (continuity and change, cause and consequence, similarity, difference and significance)</b></p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Understands and uses some words related to history in general as well as periods of history e.g. empire, parliament, civilisation, peasantry etc.</p> <p><b>Interpretations of history</b></p> <p>Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Awareness that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p>

What further challenges do we face? Homophobia, misinformation of social media (despite it's many positives) pressure on young people and what to do about it.

**Historical enquiry**

Recognise primary and secondary sources.

Use a range of sources to find out about an aspect of time past.

Suggest omissions and the means of finding out.

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

**Organisation and communication**

Select and organise information to produce structured work, making appropriate use of dates and terms.

KEY VOCABULARY: Sexism, racism, homophobia, discrimination, technology, culture, society

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- In-depth report into chosen area and how it has changed over 100 years.

MATHS LINKS:

- Technology – looking at computing, calculators, mobiles and advances.
- How mental maths has been overtaken by technology.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: **Alan Turing – WWII, Martin Luther King – Holes book, Emily Davidson – Democracy and WWI poetry, Greta Thunberg – ageism – should children vote?** Windrush, Stephen Lawrence (racial inequality), British Values, PSHE Links, Geography – environmental issues  
t Art – Georgia O Keefe (First successful female artist to record sales of £1 million)  
Music – protest songs look at 1960s America civil rights Sam Cooke 'A Change is Gonna Come' and Marvin Gaye 'What's Going on' and continuing with South Africa LabiSiffri 'Something inside' Eddie Grant 'Give me Hope Joanna' .