

Curriculum History Intent

HISTORY



History Intent

Children will gain a better **understanding of the world by understanding how the past has shaped modern-day society.**

They will understand how historians have used historical evidence to construct a picture of past events and time periods. They will learn to think as a historian and ask and answer questions and critically analyse and use sources in relation to the **big themes of chronology, continuity and change, significance, and similarity and difference. particularly through learning about injustice and inequalities in life,** societal hierarchy, monarchy, parliament, law, taxation, invasion and trade.

Ambitious: Our curriculum is deliberately ambitious and reflects the high expectations and strong moral values of the academy vision and ethos. It is designed to go beyond the NC to provide a broad, rich, aspirational offer for all pupils. This includes specialist teaching in science, PE, the arts and instrumental tuition. It is equally ambitious for pupils with SEND. Reading is at the heart of all learning ensuring that every child can read fluently despite their barriers, needs or their ability.

Sequenced: Curriculum content has been carefully developed by subject experts to embed unique subject disciplines and build the necessary conceptual understanding that underpins subject knowledge. It is clearly defined, coherently sequenced and discretely taught directly and explicitly in every year group. It relates to previous learning and is built progressively over time. Pupils reach predetermined subject-specific outcomes with a deep understanding that enables confident articulation alongside long term memory gains.

Contextualised: The curriculum is purposely designed to be inclusive and meet the needs of the local community. It powerfully addresses social disadvantage, eliminates discrimination and supports diversity. This is achieved by raising aspirations, setting high expectations, offering inspiring content and building deep subject understanding. It exposes pupils to an exceptional range of cultural capital opportunities and extra-curricular activities ensuring children leave as happy, well-rounded, respectful and successful individuals able to make a positive difference in society.

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Progression of Disciplinary Knowledge

	Chronological understanding	Change and continuity	Significance	Similarity and difference	Interpreting history	Cause and Consequence	Source work
R	Order a sequence of events: first, then, after...	Explore own changes since birth	- Know people significant to them. - Know how events are remembered.	- Recognise that life now is different the past. - Know the similarities between themselves and others and between communities, families and traditions.	- Look at a range of old and new objects. - Know a familiar event can be represented in different ways e.g. a birthday party, photograph,, video and oral memories.	- Question why things happen and give explanations. E.g why the tower fell down. - Identify what made something happen.	Can find the answer to question when looking at simple pictures.
I	- Sequence events in their own life. - Confidently use terms past, present, old, new, in the past, in the olden days, a long time ago. - Understand the world was different in the olden days.	- Understand some differences between 'then' and 'now.' E.g. then buildings were built with wood, now they're built with bricks and stone. - Identify 'old' and 'new,.' E.g old and new toys. - Use subject specific details to reference how life was different e.g. 'In the Victorian times...'	- Identify significant life events - Differentiate between important events/ people and historically significant people e.g. my birthday and princess Diana. - Know the effect someone has can make them significant. - Know what an event is e.g. the Great Fire of London - Explain significant events.	- Identify key differences between then and now. E.g. Now our toys are electronic but in the past they used wood and plastic. - Identify old and new artefacts e.g. An old bear and a new bear.	- Know that there are different versions of historical events e.g. the life and death of princess Diana. - Begin to understand that not all sources answer the same questions e.g. the bucket used during the Great Fire of London can only tell us about the fire equipment, not why the fire started.	- Give simple reasons why an event happened. E.g what caused the Great Fire of London. - Can give a simple reason why a person acted in the way they did. E.g Why Ruby Bridges decided to enter an all-white school.	- Explain how we know what we were like when we were younger. E.g photographs, videos, memories. - Can name some artefacts - Use information from two simple sources to answer a question. E.g. 'How can we tell this Teddy is old?' Because it looks different to the one in this source.
2	- Sequence events of a longer story. - Describe change overtime using appropriate words and phrases. - Realise we use dates to describe events in time.	- Describe differences between two periods from the past and now. - Offer simple reasons why changes occur.	- Identify reasons why people can be important and historically significant, - Know people around the world can be seen as historically significant e.g. Nelson Mandela and Rosa Parks.	- Know not everyone's life in the past was the same e.g. Catholics were treated unfairly during the reign of King James I. - Identify the difference between then and then and now e.g. how games have changed over time: (Then) 1400s games included draughts and chess; (Then) Victorian Era included hopscotch and marbles; (Now) Modern day games include Jenga, Lego, Computer Games.	- Know that not all sources tell us the same things e.g. different items and books from the gunpowder plot tell us different things about the event. - Different sources give us different information. E.g the video account was different to the books read. - Understand that people can disagree about what happened in the past without anyone being wrong.	- Can give simple consequences of somebody's actions. E.g the result of Florence Nightingale's work in the improvement of hospitals included the development of the nursing profession,;the increased hygiene and her help to cure the soldiers. - Offer two or three reasons why an event took place E.g the causes that led to the Montgomery Bus Boycott. - Give consequences of an event. E.g the Montgomery Bus Boycott led to the desegregation of buses.	- Know that we can find out about a persons life through a range of sources. E.g. newspapers, letters, books. (Nelson Mandela) - Use multiple sources. E.g Maps, text and images. - Use ideas from multiple sources to answer a given question. E.g. 'Why did the Great Fire of London spread so quickly?' - Make deductions that go beyond literal. E.g. what the source from Guy Fawkes can tell us.

3

- Spot major anachronisms from most periods studied when compared with today.
- Use words that mark the passing of time such as 'while,' and 'during.'
- Talk about three periods of time.
- Know BC and AD as historical time markers.
- See simple changes between beginning and end of a very long period e.g. differences between Stone Age and Iron Age.
- Recognise changes over a shorter period and why these changes take place.
- Explain how individuals and events can lead to national change e.g. Women's right to vote and Henry VIII's reformation.
- Understand the significance of an ancient civilisation based on their achievements
- Recognise anachronisms e.g. tractors in Ancient Egypt.
- Develop an understanding of key features of a period,. E.g Why the Ancient Egyptians mummified bodies
- Explain some differences between people in Ancient Egypt e.g. Pharaoh's were at the top of the hierarchy with absolute power; whereas the slaves were at the bottom.
- Identify different versions of the same event.
- Identify why we have more than one version of an event. E.g people used different evidence or no one was there recording the event.
- Describe different interpretations of an event. E.g, Why Henry VIII broke with Rome.
- Analyse actions of people in historical settings focusing primarily on what one person wanted. E.g Why Henry wanted to break with Rome.
- Identify that some events can have more than one cause. E.g the break with Rome took place for a number of reasons.
- Understand that consequences can be a result of a group of people. E.g Women's suffrage was a result of a group of people not just Emmeline Pankhurst.
- Make simple deductions from primary sources. E.g. what life was like during the Stone Age.
- Use more than one source to answer the question.
- Children start cross-referencing sources to check if other sources agree. E.g. 'Was the Stone Age man simply just a hunter gatherer?'

4

- Know ancient means thousands of years ago.
- Talk about the past in terms of period e.g. Egyptians, Romans.
- Make comparisons between two periods e.g. Ancient Mayans and Egyptians.
- Identify changes across two periods e.g. between Iron Age and Roman settlements.
- Identify significant changes that have taken place within a period.
- Recognise simple elements of a period that have continued.
- Begin to understand the legacy of significant people on the world today e.g. Elizabeth Fry (old £5 note.)
- Justify the importance of people in the past.
- Know that there were levels in society e.g. the hierarchal Mayan social structure: kings, priest, nobles, merchants, farmers labourers, slaves.
- Recognise the differences between rich and poor and how life would differ e.g. society was split into three different classes during the Georgian era: upper class, middle class and working class.
- Offer simple reasons why interpretations differ.
- Understand that history is somewhat based upon interpretations.
- Explain the causes of an event with some detail. E.g, Why Claudius decided to invade Britain.
- Identify multiple causes for an event taking place and begin to explain, not just describe. E.g . For the question, "Why did the Roman Empire come to an end?" Children may include military overreach, cost and invasions.
- Raise questions as to what evidence can tell us.
- Children begin to see that some evidence is more useful than others when answering different questions. E.g different sources tell us different things about the Mayans way of life including religion, way of life and architecture.

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| <ul style="list-style-type: none"> Understand the duration of periods. Use dates as important markers of events e.g. Civil Rights Act, 1964. Compare key features across three periods of history e.g. Empire during the Tudors (Elizabethan period), Georgians, and Victorians. | <ul style="list-style-type: none"> Understand that some changes are more significant than others e.g. the industrial revolution compared to the changes brought by the Anglo-Saxons Know that some changes can be described as a revolution due to the nature and scale e.g. industrial revolution. Understand that not all change is viewed positively by everyone e.g. building of the railway during the industrial revolution. | <ul style="list-style-type: none"> Understand that people can be seen as significant due to their relevance to life today. Understand we see things differently to how it was seen at the time. Understand that changes are not always the result of one person. | <ul style="list-style-type: none"> Understand how peoples' roles differed depending on status e.g. during the Victorian era, children from poor backgrounds had to work in factories unlike middle and upper class children, who had access to an education. Know peoples' experience of an event differed for many reasons e.g. discrimination was more prevalent in the southern states than in the northern states of the US. | <ul style="list-style-type: none"> Children understand that people create different versions of the past for different audiences and how this can affect what is written. E.g. children's views of the workhouses. Know views may differ when looking at different aspects. E.g. the Empire was positive in regard to trade and sharing ideas but negative in the treatment of the customs of others. | <ul style="list-style-type: none"> Know people were affected differently. E.g. the railway built during the Victorian Era, did not affect everyone in the same way: factory owners enjoyed the transportation of goods, but farmers were fearful of losing land and noise pollution. Know one cause might be linked to another making it more likely to happen. E.g. the Civil rights act passed in 1960 can be attributed to the work of a number of people and groups, not just Martin Luther King. | <ul style="list-style-type: none"> Begin using terms: 'we cannot tell for sure' and 'most evidence suggests,' when looking at sources. Look at the provenance of a source and realise that we need to be sceptical e.g. the inquisition that took place in working factories during the Victorian era. |
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| <ul style="list-style-type: none"> Match simple iconic images to each of the periods studied. Use dates and terms to establish period detail e.g. the phases of war. Make links between periods in history, spotting similarities and differences. | <ul style="list-style-type: none"> Understand what is meant by a turning point e.g. what was the turning point in the Battle of Britain? Understand that changes don't always last e.g. the British Empire Understand some changes lead to others e.g. the changes in Britain | <ul style="list-style-type: none"> Understand people can be seen as significant, due to their relevance to life today. Understand we see things differently to how it was seen at the time. Understand changes are not always the result of one person. | <ul style="list-style-type: none"> Understand peoples' experiences differed depending on their status and where they lived e.g. women's position in Greek society was different in Athens and Sparta. Understand children's experience of the same event can be different and would also depend on their social background e.g. the evacuation of children during World War II. | <ul style="list-style-type: none"> Understand how sources contain bias and understand how this may affect the content of the source. E.g. the account of the Monk at Lindsarne may be exaggerated. Children understand that some interpretations are more accurate than others due to evidence. E.g. Raiding Vikings being painted as only raiders and not settlers. Realise that history is constantly being re-written. E.g. the new finds in York shed a different perspective on whether the Vikings were raiders or settlers. | <ul style="list-style-type: none"> Explain an event using a simple form of classification. E.g. in answer to the question, 'Why were the Athenians a strong city state?' Children group reasons into military, leadership, and armour. See both the long and short term consequences e.g. Long term consequences after World War II | <ul style="list-style-type: none"> Think of reasons why a source might be unreliable e.g. the source written by the monk at Lindsarne Devise reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Show awareness of why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling, when we learn from other sources that it was a miserable experience for many children?' |
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History National Curriculum KS1



Changes in National Life

- ☐ Learn about changes within living memory that reveal aspects of change in national life



Significant National/Global Events

- ☐ Learn about nationally, or globally significant events beyond living memory - which may include the Great Fire of London, the first aeroplane flight and events commemorated through festivals or anniversaries



Significant People in the Past

- ☐ Learn about the lives of significant people who have contributed to national/international achievements.
- ☐ Compare aspects of life in different periods (E.g Columbus/Neil Armstrong)



Historical Events, People & Places in Locality.

- ☐ Learn about significant historical events, people and places in their own locality.

History National Curriculum KS2

Key Stage 2 (Year 3)



Changes in Britain from Stone Age to Iron Age

- ☐ Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- ☐ Bronze Age religion, technology and travel, for example, Stonehenge
- ☐ Iron Age hill forts: tribal kingdoms, farming, art and culture.

Key Stage 2 (Year 4)



The Roman Empire and its impact on Britain

- ☐ Caesar's attempted invasion 55-54 BC
- ☐ The Roman Empire (AD42), the power of its army; and invasion/conquest by Claudius including Hadrian's Wall
- ☐ British resistance e.g. Boudicca
- ☐ 'Romanisation' of Britain: Roman sites; impact of technology, culture and beliefs, including early Christianity.

Key Stage 2 (Year 5)



Britain's settlement by Anglo-Saxons and Scots

- ☐ Scots invasions from Ireland to north Britain (now Scotland)
- ☐ Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- ☐ Anglo-Saxon art and culture
- ☐ Christian conversion – Canterbury, Iona and Lindisfarne

Key Stage 2 (Year 6)



Viking and AngloSaxon struggle for Middle England

- ☐ Viking raids and invasion
- ☐ Resistance by Alfred the Great and Athelstan, first king of England
- ☐ Further Viking invasions and Danegeld
- ☐ Anglo-Saxon laws and justice
- ☐ Edward the Confessor and his death in 1066

Key Stage 2



A Local History Study

- ☐ A depth study linked to one of the British areas of study listed above
- ☐ A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- ☐ A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Key Stage 2. (Yr 3/5)



Achievements of the Earliest Civilisations

- ☐ An overview of where and when the first civilizations appeared
- ☐ A depth study of one of the following:
 - ☐ Ancient Sumer;
 - ☐ The Indus Valley;
 - ☐ Ancient Egypt;
 - ☐ The Shang Dynasty of Ancient China

Key Stage 2 (Yr 6)



Ancient Greece

- ☐ Learn about Greek life and achievements and their influence on the western world.

Key Stage 2



Contrasting non-European Society

- ☐ A non-European society that provides contrasts with British history
- ☐ One study chosen from:
 - ☐ Early Islamic civilisation,
 - ☐ Mayan civilisation c.AD 900;
 - ☐ Benin (West Africa)

Key Stage 2



An Aspect of British History since 1066

- ☐ E.g. Changes in an aspect of social history, such as crime and punishment
- ☐ E.g. Leisure/entertainment in the C20th
- ☐ E.g. the legacy of Greek/Roman culture on later periods in British history
- ☐ E.g. A significant turning point in British history, e.g. the first railways

KSI HISTORY PROGRESSION

Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2



Significant
PEOPLE who
addressed
INEQUALITIES

Significant
EVENTS that
impacted society

Significant
WOMEN who
addressed
INEQUALITIES

Significant
WOMEN who
changed society

CHANGE over time

(First 2 weeks: chronology; different historical eras). They learn that 'history' is the story of people/events of the past, who/which have shaped today's society; particularly how the beliefs and actions of significant individuals addressed inequalities of societal life that caused cultural change to determine UK and global society.

Building upon the basic understanding that modern life exists in its current form due to the people/events of the past, KSI learn about other significant events that have changed UK/global society.

Having the understood how people and events can change history, KSI learn that when people feel society is unfair they create a movement to fight against governments and laws to create historical and societal change for the better. (Ruby Bridges and Rosa Parks)

KSI look at women in the past whose lives have changed today's society driven and motivated by their kindness and compassion for people.

KSI will look at historical changes over time in transport: the development of trains leading to the building of the London Underground and the history of flight.

Children in Key Stage 1 will look at an element of technology in everyday life and understand how developments and innovations in history have led to the digital age we are in today.

KS2 HISTORY PROGRESSION

Autumn 1



Autumn 2



Spring 1



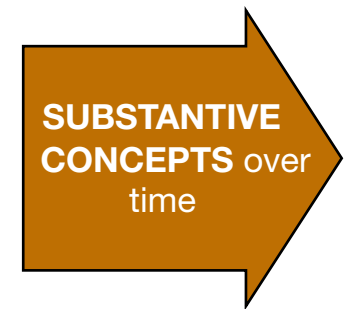
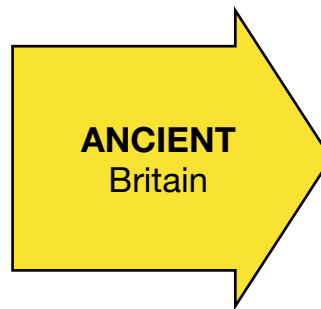
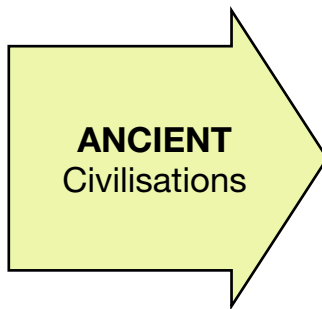
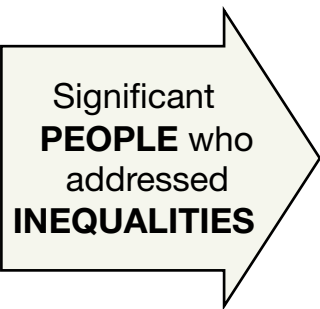
Spring 2



Summer 1



Summer 2



(First 2 weeks: chronology; different historical eras).

They learn that 'history' is the story of people/events of the past, who/which have shaped today's society; particularly how the beliefs and actions of significant individuals addressed inequalities of societal life that caused cultural change to determine UK and global society.

KS2 build on their understanding of societal change by understanding non-European Ancient Civilisations, the establishment and development of societal hierarchy/inequalities and the technological/scientific advancements made in these times.

KS2 develop historical understanding through learning/comparing ancient world history to life in ancient Britain and early historic periods before 1066 (Stone age - Anglo Saxons).

KS2 continue to learn about British History and the next period of time from 1066 onwards.

They will also complete a local history study of different periods.

KS2 will continue to look in depth about life in Britain in different periods after 1066. Having developed their knowledge of a certain period post 1066 the children will then relate this period to a local study exploring what Tottenham and London was like at different points.

Key Stage 2 will develop their knowledge of substantive concepts further. They will continue to focus on a period of history they have already studied, but this time with a focus on substantive knowledge including tax, peasantry, invasion and trade.

HISTORY: ANNUAL Progression, Rationale and Sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Princess Diana - Know how Princess Diana changed society's attitudes towards people who were different - Understand the role of the monarchy in UK; how the life/actions of a modern-day Princess shaped society through her accessibility and anti-discriminatory attitude to illness, disability and difference.	Significant Events that impact life today: - Know why the Great Fire of London was significant and how it spread. - Know that the Great Fire of London changed life as people reacted and built a new society.	Ruby Bridges: - Know that in the past, the world was not as fair as today; people were discriminated by skin colour, some were segregated and did not get the opportunities white people had. - Know Ruby Bridge helped change this at just 6 years old when she was the first Black student to attend an all white elementary school in America	Florence Nightingale and Mary Seacole: To understand that hospitals have not always existed and have changed over time. Know how Florence Nightingale and Mary Seacole changed societies' view on health care and paved the way for the NHS in Britain.	The history of Transport and the London Underground: Know that inventions over time change society and how the development of road/rail transport over time, especially the London Underground, has transformed the lives of people and society today.	Changes in Society: Toys Understand that technology has not always existed. The age of digital dependence is relatively new; Know how toys have rapidly changed from simple objects to digital enhance/controlled products.
2	Nelson Mandela Understand how the beliefs/ determination of one significant individual addressed inequality throughout South Africa and shaped society across the world to understand mankind as equal Nelson Mandela, his struggle against apartheid and its historical impact today.	Significant Events that impact life today: - Know the Gunpowder plot was when Guy Fawkes tried to kill the King of England and its failure is celebrated every year on 5/11. - Know the causes of this event, and discuss its legacy.	Rosa Parks - Know that in the past, the world was not as fair as today; people were discriminated by their skin colour. - Know that Rosa Parks helped change this by starting a peaceful bus boycott and causing laws to change for the better, leading to the civil rights movement.	Amy Johnson Know Amy Johnson is remembered as a pioneering aviator who made important contributions to the world of flight. She was the first woman to fly solo from the UK to Australia, an achievement that captured the attention of people all over the world..	The History of Flight - Understand how DaVinci, and The Wright Brothers transformed air transport and how this has impacted the lives of people and society today. - Compare with the space travel of Neil Armstrong and the continuing developments in flight.	Changes in society: games Understand the process and key developments in how games today have rapidly changed from simple objects/ideas of the past e.g. hopscotch or balls to digitally enhanced/controlled products.
3	How women abolished female discrimination in UK and world: Understand how life in Britain 150 years ago was discriminatory for women. Know how Emmeline Pankhurst and the Suffragette movement transformed the thinking to establish equal rights for women in Britain.	Ancient Civilisation: Ancient Egypt (3150BC - 30BC): - Know the key achievements and developments of the Ancient Egyptians. - Understand BC/AD as key time markers in history - Understand how we know about Ancient Egypt.	British Pre-History (25000BC - 43AD): - Understand what pre-history looked like in Ancient Britain. - Understand changes in civilised society; Palaeolithic to nomadic groups (Mesolithic Bronze Age) to Neolithic trading/farming (Iron Age).	Post Monarchy (1400 - 1600s): - Understand how British monarchy settled following years of dispute, including the War of the Roses. - Recognise the impact that King Henry VIII had on Britain.	Post Monarchy (1400 - 1600s): Local area study - Understand how during Tudor Britain, exploration, and trade were the key elements of the establishment of the British Empire and how this set the foundations for the growth of society. - Understand that Greenwich Palace, as a royal residence, exemplifies the importance of trade and exploration.	Trade, Invasion, Tax and Empire - Understand how the Tudors established trade links and went on explorations, which led to trade agreements - Recognise how war impacted England and the causes of poverty

HISTORY: ANNUAL Progression, Rationale and Sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	How Elizabeth Fry addressed inequality and created Social Reform in the UK: - Understand how Victorian Britain was hugely discriminatory for the disadvantaged. - Know how Elizabeth Fry/ petitioning of parliament influenced change, which resulted in social and prison reform, which still shapes UK society today.	Ancient Civilisation: The Mayans (1800BC - 250AD): - Know about the inventions of the Mayans, and their impact on society today (agriculture, engineering, architecture and astronomy). - Understand the social hierarchy in Ancient Egypt. - Compare Ancient Egyptian and Mayan civilisation	Invaders and Settlers in Britain (43AD - 410AD): - Know about the Romans growing empire and why they invaded Britain. - Know how the Roman Empire impacted Britain today - Identify the changes that took place between the Iron Age and the changes the Romans brought to Britain.	Post Monarchy (1600 - 1700s): - Know that the Stuart era spanned from 1600s-1700s - Understand the transition of the country being led by the monarchy as opposed to an elected government - Recognise the impact of arts and culture on society - Know that this period was the union of Great Britain.	Post Monarchy (1700 - 1800s): - Know that George I was the beginning of the first dynasty of Great Britain - Know that London was the largest city and industrial centre of the British Empire.	Trade, Invasion, Tax and Empire - Understand the origins of the British Empire and how significant events were important in its growth - Understand why British control spread through India
5	How Martin Luther King led the Civil Rights Movement to address discrimination in USA: Know how Martin Luther King, Rosa Parks and other activists led the civil rights movement to address inequality in USA. Know that history, laws and culture changed through peaceful protest/bus boycott and is reflected in culture today.	Ancient Civilisation: Ancient China (2070BC - 1911AD): - Know China is one of the world's oldest civilisations - Understand the characteristics and significant events of the Shang Dynasty. - Know how and why the Shang Dynasty declined.	Invaders and Settlers in Britain (410AD - 1066AD): - Recognise the events that took place after the Romans left Britain in 410AD - Understand why the Anglo-Saxons came to Britain. - Know the impact of the Anglo Saxons on faith in Britain. - Explore whether this period should be described as the Dark Ages.	Post Monarchy (1800s - 1900s): - Know Victorian Era was during the reign of Queen Victoria - Know this was the time of the Industrial Revolution, and the invention of steam power and electricity.	Post Monarchy (1800s - 1900s): - Know this was the era responsible for the creation of the police force, the golden age of steam; the railway, - Understand how culture evolved during the Victorian age.	Trade, Invasion, Tax and Empire - Know how the British Empire spread around the world, their interest in Africa and how their rule in India led to the Indian Mutiny - Consider how the empire should be remembered
6	How William Wilberforce petitioned Gov for the abolition of the Slave Trade in UK. Understand the unethical attitudes that created the global Slave Trade of the Victorian times. Know how the beliefs/actions of people	Ancient Civilisation: Ancient Greece (2070BC - 146BC): - Know that the Ancient Greeks society was civilised and advanced - Know how they impacted philosophy, culture, architecture, astronomy and	Invaders and Settlers in Britain (793AD - 1066AD): - Explore whether the Vikings were 'Raiders or - Settlers' by looking at a range of artefacts, place names and the Anglo- Saxon chronicle.	Post Monarchy (1939 - 1945): - Know the reasons for World War I I - Know the details of the invasion and the impact on life in London - Know how life changed because of it.	Post Monarchy (1945 - present): - Understand how WWII impacted Canary Wharf (local area) - Explore the different perspectives of VE Day. - Understand how propaganda was used	Trade, Invasion, Tax and Empire - Understand why the British Empire declined after WW2 and the establishment of a post war welfare state - Recognise significance of NHS

Curriculum: Year 1 Teacher Expert Files

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ENQUIRY QUESTION:
Who is the king and the Royal Family?

BIG IDEA - Significance: The king is the monarch of the United Kingdom and the successor of Queen Elizabeth II.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- To name and recognise the king. - To describe immediate members of the Royal Family. - To explain what a monarch is.	✓ The king is the Monarch of the United Kingdom. ✓ He became king on the 6th May 2023 at his coronation. ✓ He is called Charles III because there were two kings before him called Charles. ✓ His parents are Elizabeth II and Prince Philip.	• ‘Think like a historian’ Who is this? What is his name? When did he become king? Video of coronation. Who are the Royal Family? Who are his parents?	- Role play as the Royal Family. - Make a Palace for the King. - Photographs of King Charles III. - Book corner - Fairy stories - differences to our king? Non Fiction texts about the Royal Family.

ENQUIRY QUESTION:
How did he become king?

BIG IDEA -Cause and consequence: The crown is inherited from the parent of the oldest child. Charles III is Elizabeth II successor.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know the crown is passed down through the family. - Know that King Charles III received the crown from Elizabeth II. - Explain why names have I and II after them.	✓ King Charles III's coronation was on the 6th May. ✓ His mother was Queen Elizabeth II. ✓ When she died, he was the heir to throne because he was her eldest child. ✓ The crown is inherited through the family.	• ‘Think like a historian’ Who his Charles III mother? Why do you think he was the heir to the throne? Why do you think he is called Charles III?	Create a simple family tree.

ENQUIRY QUESTION:
What are his roles and responsibilities?

BIG IDEA - Continuity and change: *The role of the king is to represent the country, be part of some important decision making and is an advocate for various causes.*

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know the king is the figure head of the country. Describe the different roles and responsibilities the king has.	✓ The job of the king is to be king. He did not choose this role, but inherited it. ✓ The king is the figure of the country and is on the stamps and money. ✓ He visits many countries in the commonwealth. ✓ Part of Important decisions that the country makes.	What is the Job of the king? Did he choose this job? How do we know he is an important figure? Where can we see his face? Does he only stay in Buckingham Palace?	Role play area -money with the Kings head. Matching activity - What do different people do. Writing area - Write what you would do if you were king Map- Different countries the king travelled to.

ENQUIRY QUESTION: *What kinds of celebrations do the Royal family have?*

BIG IDEA - Significance: *The coronation is a royal ceremony that takes place to crown a new king or queen.*

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know the coronation is a Royal celebration Describe the features of the coronation Describe how it is different to the celebrations we have.	✓ The coronation of a king or queen is a celebration where the king or queen is crowned ruler of the country. ✓ This celebration includes a procession from Buckingham Palace to Westminster Abbey followed by the ceremony which takes place in Westminster Abbey. ✓ He is anointed with holy oil, and receives the crown and sceptre. ✓ People swear allegiance to the king or queen. ✓ The King's coronation took place on 6th May 2023.	'Think like a historian' What do you celebrate? Why do we celebrate? What does it look like? What is a coronation? Why is it important? Video What are the features of a coronation? Has it always happened? How is it different to our celebrations?	Roleplay a coronation Creative - create a crown/ coronation. Write - Ask to attend the coronation. Photo-cards - discussion activities.

ENQUIRY QUESTION: Where do they live? How is their life different to ours?

BIG IDEA - CONTINUITY AND CHANGE: Buckingham Palace is the home of the king. His home is grander than our homes and has a throne room where kings and queens sit.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know where the King lives	☒ Home of the King: Buckingham Palace is where the King of the United Kingdom lives. It's like a very big house where he works and meets important visitors.	Where do you live? Is everyone's house the same?	VR inside Buckingham Palace/ video.
To describe features of Buckingham Palace.	☒ Big and Beautiful: The palace is very big and beautiful, with lots of rooms and lovely gardens. ☒ The palace has 775 rooms! That's much more than most houses. ☒ Changing the Guard: At the palace, soldiers called the "Guards" wear red uniforms and tall black hats. They stand very still, but sometimes they change places in a special ceremony called the "Changing the Guard." It's fun to watch! ☒ Special Events: Sometimes, the King has parties and important meetings at the palace. People from all over the world visit. ☒ Royal Flag: When the King is at home, a special flag flies above the palace. This flag is called the Royal Standard. ☒ The Throne Room is a very special room in Buckingham Palace where important events take place. ☒ Royal Chairs: Inside the Throne Room, there are big, fancy chairs called thrones. These are special seats for the King and Queen.	Where is Buckingham Palace? Who lives there? Does anyone else live there? What is it like inside? What is the Throne room? Why is it important?	Roleplay the house of Buckingham Palace Small world - different rooms of Buckingham Palace. Construction- Building Buckingham Palace.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment



Year 1 History Autumn 1: Significant people: Sir David Attenborough. NC. Expectations

the lives of significant individuals in the past who have contributed to national and international achievements, significant historical

Key Enquiry Question

Why is David Attenborough Significant?

VOCA	Definition	Widgit
past	something which has already happened	 past
significant	Something which is important	 significant
Natural historian	A person who studies nature, especially plants and animals in the wild	 monarch
present	Something which is currently happening	 present
Climate change	Planet earth heating up and weather changing because of human activity	 future
Advocate	A person who helps other by speaking up for them or supporting an important	 events
		 events

Big Ideas

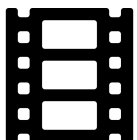
- ✓ Significant people are people who have impacted the lives of people and are remembered.
- ✓ Sir David Attenborough is a natural historian, celebrated for his pioneering documentaries that educate people about challenges in the environment
- ✓ David Attenborough is significant because he changed the way nature documentaries are made, educated the British public about conservation of nature, and advocates for climate change globally.

Links to previous learning

- ✓ In reception we learnt about the past and present.
- ✓ We learnt about language relating to old and new things.
- ✓ We learnt about nature in spring 2.
- ✓ We learned about natural phenomena through observation in play.



Videos & Additional Reading



- ✓ <https://www.bbc.co.uk/teach/articles/z4k2kmn>
- ✓ <https://greenly.earth/en-gb/blog/ecology-news/who-is-david-attenborough>
- ✓ <https://www.bbc.co.uk/newsround/36226990>
- ✓ <https://sustainabilitymag.com/articles/sir-david-attenborough-a-lifetime-of-environmental-advocacy>
- ✓ <https://sustainabilitymag.com/articles/inside-the-bbcs-net-zero-transition-plan>

ENQUIRY QUESTION:

What words can we use to describe the passing of time?

BIG IDEA -Chronology : Time vocabulary can be used to place events in history and describe when things happened. These words include: past, present, future, the olden days, a long time ago, then.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Use words related to the passing of time - Order life events - Use the terms past present and future to describe these events - Use other historical terms to describe the passing of time	✓ History is the 'story' of people in the past and things that happened. ✓ The past means something that's already happened, before today or before last year, or many years ago. E.g. last Christmas. ✓ The present means what is happening right now, e.g. this lesson. ✓ The future means something that hasn't happened yet, e.g. next Christmas. ✓ Chronology means putting things in the order of when they happened. Starting with the oldest and ending with the newest. ✓ Natural historian (naturalist): a person who studies nature, especially plants and animals in the wild ✓ Advocate: a person who helps others by speaking up for them or supporting important causes ✓ Climate change; planet earth heating up and weather changing because of human activity	Thinking like a historian How do we think like a historian? What questions can we ask? R1 What is history? R2 What events happened in the past/present/future? R3 What other words can we use to describe when something happened? R4 What do these words mean? What actions can we do to remember them? What words are similar?	Talk about events in their lives using the terms past, present, future. Match definitions with key vocabulary of yellow words Red - Order life events Yellow-Use the terms past, present and future to describe life events Green-Use other time specific vocabulary to describe events such as: a long time ago, in the past, in the olden days.

HISTORY Y1 AUTUMN 1: Week 2

ENQUIRY QUESTION: What is a significant person?

BIG IDEA: SIGNIFICANCE: significant means important. People can be significant, they can be significant to me (friends/family) or they can be significant to many people e.g the queen

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Understand what a significant person is - Know what significant means - Name people who are significant to me - Understand some people are significant to everyone.	✓ People become important to us because they are memorable through the difference they make to our lives. ✓ There are personal people who are important to use but may not be important to others e.g family/friends ✓ There are famous people like footballers or actors who are important to us because we like what they do. Other people know these people but they may not be important to to them. ✓ There are significant people important to use because they make decisions or do thing that affect our lives like the Prime Minister or leaders in the news. Other people know these people they are important to them. ✓ Blue plaques are used to show where important people used to live or work. These people often achieved great things or worked hard to make a difference in the world. ✓ Significant means people who are important or worthy of attention ✓ People get knighted in Britain when the government/Crown wants to recognise their significant contributions or achievements. ✓ David Attenborough was knighted in 1985 for services to TV, then again! In 2022 for his role in raising awareness of climate change	Thinking like a historian What do these tell us? R1 Who is important to you? R2 Why are these people important to us? R3 Are any of these people important to you and why? R4 Who is important to everyone nationally? R5 What do these plaques show? R6 What does it mean to be significant nationally? How does Britain recognise significant figures? Introduce David. Attenbrigorugh- why do you think this man has been knighted?	Sort people into significant for me, significant for the school and significant nationally Red Know what a significant person is Yellow- understand the difference people who are significant to me and significant to many people Green- give examples of different types of significant people

HISTORY Y1: AUTUMN 1: Week 3

ENQUIRY QUESTION: Who is David Attenborough?

BIG IDEA - SIGNIFICANCE. David attenborough is significant in British history. He is a key figure in natural history broadcasting, and one of the most respected voices in environmental education.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know the key events in David Attenboroughs career	✓ David began his career in 1952- animals used to be bought into the bbc studios, out of their natural habitats, he wanted to change this ✓ He launched a new series (Zoo Quest 1954) where for the first time, animals were filmed in their natural habitats for educational purposes ✓ In 1971 he visited uncontacted tribes in the Solomon Islands, helped people in Britain understand the diversity of human experience ✓ In 1979 "Life on earth" was a 96 episode series about plant and animal life which was viewed by over 500million people, which is a huge viewership especially at the time. It followed the entire history of life on earth from prehistory to now ✓ 1985 he was awarded a knighthood for his transformative achievements in broadcasting ✓ 2001 blue planet was BBCs first HD show and biggest budget wildlife documentary ✓ 2015 he met with world leaders (Barrack Obama, Queen Elizabeth II) to discuss tackling climate change ✓ 2017 blue planet 2 discussed plastic pollution ✓ In 2021 he spoke at the COP26 United Nations climate change conference saying "in my lifetime I have witnessed a terrible decline, in yours, you could witness a wonderful recovery" ✓ 2022 knighted by King Charles for his work on environmental education	Thinking like a historian Who is this person? How do we know? RI Who is David Attenborough? What are some key events in his career? How does he advocate for the environment?	Describe they key events in David's career Red - know some events in David Attenboroughs career Yellow - recognise why some events in David Attenboroughs career are significant Green - why are these events in his career recognised (through knighthoods)

HISTORY Y1 Autumn 1: Week 4

ENQUIRY QUESTION: why is David Attenborough a significant figure in protecting animals?

BIG IDEA - Significance: David Attenborough began his career 1952, he oversaw first ever colour broadcasts in Europe In 1965. He recieved a knighthood in 1985 for his work on environmental education. He has over 50 plants and animals named after him.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Describe how David Attenboroughs work helped animals Describe some key events in David Attenboroughs career Describe how his work helped protect animals	✓ 1952- animals used to be bought into the bbc studios, out of their natural habitats, David began this change. ✓ He launched a new series (Zoo Quest 1954) where for the first time, animals were filmed in their natural habitats for educational purposes ✓ 1963 he presents Attenborough and Animals, his first children's series ✓ His 1990 series "The Trials of life" explored the challenges faced by animals due to changing environments and climate change. ✓ 2001 blue planet is the first time many species Of aquatic animals are filmed- the hairy angler fish and dumbo octopus ✓ The 2017 sequel blue planet 2, altered the world to the impacts of plastic pollution on marine life- this led to global cleanup projects, plastic straws being banned- green sea turtles are no longer endangered ✓ 2022 was knighted by King Charles for work on environmental education ✓ 2023 The British isles series, explored British wildlife and the challenges faced by animals in the UK.	Thinking like a historian What are these? How does we know what they are named after is significant? RI How has David Attenborough protected animals? R2 - book Why has his work been important? R3	Red- Know that David Attenborough became historically significant when he made "life on earth" in 1979 Yellow-Order the events in David's life Green- Recall why these events are significant

HISTORY Y1:Autumn 1: Week 5

ENQUIRY QUESTION: Why is David Attenborough a significant figure in protecting nature?

BIG IDEA - CONTINUITY AND CHANGE: David Attenborough became significant when he pioneered nature broadcasting in his. "Life on earth" series. He continues to be incredibly influential at environmental summits (COP26) and pushes environmental education for British people fighting climate change.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Explain how David Attenboroughs work helped the environment.	✓ 1995 "the private life of plants" explored Timelapse's of plants and showed them to be living creatures facing challenges from changing climates and environments ✓ 2000 David produces a three part documentary addressing the question "why is there an environmental crisis?" In his series state of the planet ✓ 2007 David produces two films "the truth about climate change" addressing the man-made problem of climate change ✓ 2011 frozen planet showed the devastating impacts of ice caps melting on animal life ✓ 2019 produced documentary "our planet, climate change- the facts and extinction" ✓ 2021 gives United Nations speech at the COP26 climate summit, a message of hope for the planet ✓ He is a ambassador the the WWF- which protects endangered animals and has been since they founded in 1961! ✓	Thinking like a historian What does this image tell us about David Attenborough R1 How has David Attenborough protected animals? R2 Why are his actions important? R3 How is David Attenborough different to other natural historians? R4	Outcome- Write next to the image of David Attenborough being Knighted, how can we tell he is significant in British history? Red- Know that David Attenborough became historically significant when his 1979 "life on earth" was released Yellow- Name some significant events in his life Green- Explain why these events made him significant

HISTORY Y1 Autumn 1: Week 6

ENQUIRY QUESTION: Why is David Attenborough significant?

BIG IDEA - Significance: Princess Diana became historically significant when she became part of the Royal Family. However, she was also significant for her caring nature that wanted to make the world a better place for everyone.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know what makes someone historically significant - Explain why he is a significant person - Identify and explain multiple reasons he was significant.	✓ He is significant because .	Thinking like a historian What might this image tell us about David Attenborough? R1 Why was David Attenborough significant? Outcomes	End of unit quiz Children circle a significant event from some events in David Attenboroughs life and write a sentence explaining why this made him significant. Red- Identify a historical event in David Attenboroughs life Yellow- Explain why he is significant Green- Identify and explain numerous reasons why David Attenborough is significant.

Year 1 History Autumn 2: The Great Fire of London

N.C. Expectations: events beyond living memory that are significant nationally.

Key Enquiry Question

Why was the Great Fire of London significant?

Big Ideas

- ✓ The Great Fire of London is historically significant because it caused **changes** to take place in London.
- ✓ The Great Fire of London burnt down so many houses because during the Stuart Era the houses were made of wood, they were built close together and they did not have the fire equipment and service that we have today.
- ✓ After the Great Fire of London, houses had to be made of brick, they were not allowed to be built close together and new fire equipment was introduced.

Links to previous learning

- ✓ Last term, we learnt that the **effect** people have on others can make them significant.
- ✓ We learnt that the word **past** means something that happened a long time ago.

VOCAB	Definition	Widgit
past	Something which has already happened	 past
diary	A daily personal record written by someone	 diary
rebuilding	Building something again	 rebuilding
event	Anything that happens	 event
significant	Something of great importance	 significant
overcrowded	Somewhere which is too crowded	 overcrowded



Videos & Additional Reading

HISTORY Y1 Autumn 1: Week 1

ENQUIRY QUESTION:

What words can we use to describe the passing of time?

BIG IDEA -Chronology : Time vocabulary can be used to place events in history and describe when things happened. These words include: *past, present, future, the olden days, a long time ago, then.*

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Use words related to the passing of time - Order life events - Use the terms past present and future to describe these events - Use other historical terms to describe the passing of time	✓ History is the 'story' of people in the past and things that happened. ✓ The past means something that's already happened, before today or before last year, or many years ago. E.g. last Christmas. ✓ The present means what is happening right now, e.g. this lesson. ✓ The future means something that hasn't happened yet, e.g. next Christmas. ✓ Chronology means putting things in the order of when they happened. Starting with the oldest and ending with the newest.	Thinking like a historian How do we think like a historian? What questions can we ask? R1 What is history? R2 What events happened in the past/present/future? R3 What other words can we use to describe when something happened? R4 What do these words mean? What actions can we do to remember them? What words are similar?	Talk about events in their lives using the terms past, present, future. Match definitions with key vocabulary of yellow words Red - Order life events Yellow- Use the terms past, present and future to describe life events Green- Use other time specific vocabulary to describe events such as: a long time ago, in the past, in the olden days.

HISTORY Y1 AUTUMN 1: Week 2

ENQUIRY QUESTION: What is a significant person?

BIG IDEA: SIGNIFICANCE: significant means important. People can be significant, they can be significant to me (friends/family) or they can be significant to many people e.g. the queen

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Understand what a significant person is - Know what significant means - Name people who are significant to me - Understand some people are significant to everyone.	✓ People become important to us because they are memorable through the difference they make to our lives. ✓ There are personal people who are important to use but may not be important to others e.g. family/friends ✓ There are famous people like footballers or actors who are important to us because we like what they do. Other people know these people but they may not be important to them. ✓ There are significant people important to use because they make decisions or do things that affect our lives like the Prime Minister or leaders in the news. Other people know these people they are important to them. ✓ Blue plaques are used to show where important people used to live or work. These people often achieved great things or worked hard to make a difference in the world. ✓ Significant means people who are important or worthy of attention	Thinking like a historian What do these tell us? R1 Who is important to you? R2 Why are these people important to us? R3 Are any of these people important to you and why? R4 Who is important to everyone nationally? R5 What do these plaques show? R6	Sort people into significant for me, significant for the school and significant nationally Red Know what a significant person is Yellow- understand the difference people who are significant to me and significant to many people Green- give examples of different types of significant people

HISTORY Y1: AUTUMN 1: Week 3

ENQUIRY QUESTION: What is the monarchy and why are they significant?

BIG IDEA - SIGNIFICANCE The King is a monarch. He helps to rule the country and make important decisions. He is significant to the country and his son will be king.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Understand what a monarch is - Know that the king is our monarch - recognise what the role of the monarch is - know why the king is significant	✓ The United Kingdom is made up of Northern Ireland, Wales, England and Scotland. ✓ England has been ruled by Kings and Queens for many years. His Royal Highness King Charles III is our king. Kings and Queens sometimes wear special items such as a crown, and hold special things such as an orb and sceptre. The king is significant because he is a monarch ✓ A monarch is a head of a state e.g a king or queen ✓ Constitutional monarchy which means the monarch shares power with the government. The Monarch used to make decisions about the country, they no longer do this and now it is parliament. ✓ To be a king or queen you must be born into the royal family. The queen has children and her oldest son will be king. He married a woman called Diana she became a princess. ✓ A family tree shows us a family and we can see who is related to who.	Thinking like a historian Who is this person? How do we know? R1 What is a monarch? Who is our monarch? R2 What words could we use relating to monarchs? Complete Mini task as a table R3 add words or pictures to describe who the queen was and why she is important. What is a family tree? R4 What does the royal family tree look like? R5	Label the King, Queen, Charles and Diana on the family tree. R6 Red - know what a monarch is Yellow - recognise why the monarch is significant Green - recognise key parts of the royal family tree.

HISTORY Y1 Autumn 1: Week 4

ENQUIRY QUESTION: Who was Princess Diana and what were the key events in her life?

BIG IDEA - Significance: Princess Diana became historically significant when she became part of the Royal Family. There were numerous significant events in her life including her marriage to Prince Charles, her visit to Middlesex hospital and walking across the landmines in Angola.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Order key events in Princess Diana's life/ - Know that Princess Diana became part of the Royal family - Order the events in Diana's life - Recall what happened during these events	✓ Princess Diana became part of the Royal Family when she got married to Prince Charles. ✓ 1961- Princess Diana was born. ✓ 1981- she gets engaged and married to Prince Charles in St Pauls Cathedral in London. ✓ 1987- Diana visits Middlesex hospital and shakes hands with a man who had AIDS. ✓ 1997 - Princess Diana used her popularity to help people in need across the world. She walked across the minefields in Angola, which led to the start of minefields being removed across the world. ✓ 1997- Princess Diana's died in car accident.	Thinking like a historian Who was this woman? How do we know she was significant? R1 What were the key events in Princess Diana's life? R2 - book Can you put these events of her life in order? R3	Outcome- Order events of Princess Diana's life Red - Know that Princess Diana became historically significant when she became part of the Royal Family Yellow - Order the events in Diana's life Green - Recall what happened during these events.

HISTORY Y1:Autumn 1: Week 5

ENQUIRY QUESTION: Why was Princess Diana significant?

BIG IDEA - CONTINUITY AND CHANGE: Princess Diana became historically significant when she became part of the Royal Family. However, she was also significant for her caring nature that wanted to make the world a better place for everyone.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Identify what made Princess Diana significant - Know that Princess Diana became part of the Royal family - Name some significant events in Diana's life - Explain why these events made her significant.	✓ Diana became a popular member of the Royal Family and is significant because of things she did as a princess. ✓ Diana made people realise that having an illness like AIDS did not stop you living your life like anybody else. ✓ Her work on the land mines helped stop these weapons from being used. ✓ Princess Diana was described as kind, compassionate and caring. A woman who could relate to the ordinary person. ✓ This was different to how the other royals were seen in the past.	Thinking like a historian What does this image tell us about Princess Diana? R1 What were the key events in Diana's life? R2 Why were these events significant? R3 How was Princess Diana different to other royals? R4	Outcome- Write next to the image of Landmines and Diana in hospital describing why these make her significant. Red- Know that Princess Diana became historically significant when she became part of the Royal Family Yellow- Name some significant events in her life that made her significant Green- Explain why these events made her significant

HISTORY Y1 Autumn 1: Week 6

ENQUIRY QUESTION: Why was Princess Diana significant?

BIG IDEA - Significance: Princess Diana became historically significant when she became part of the Royal Family. However, she was also significant for her caring nature that wanted to make the world a better place for everyone.

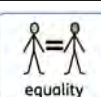
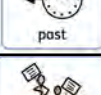
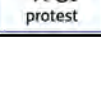
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know what makes someone historically significant - Explain why an event made her a significant person - Identify and explain multiple reasons she was significant.	✓ Diana became a popular member of the Royal Family and is significant because of things she did as a princess. ✓ Diana made people realise that having an illness like AIDS did not stop you living your life like anybody else. ✓ Her work on the land mines helped stop these weapons from being used. ✓ Princess Diana was described as kind, compassionate and caring. A woman who could relate to the ordinary person. ✓ This was different to how the other royals were seen in the past.	Thinking like a historian What might this image tell us about Princess Diana? R1 Why was Princess Diana significant? Outcomes	End of unit quiz Children circle a significant event from some events in Princess Diana's life and write a sentence explaining why this made her significant. Red- Identify a historical event in Princess Diana's life Yellow- Explain why an event makes her significant Green- Identify and explain numerous reasons why Princess Diana was significant.

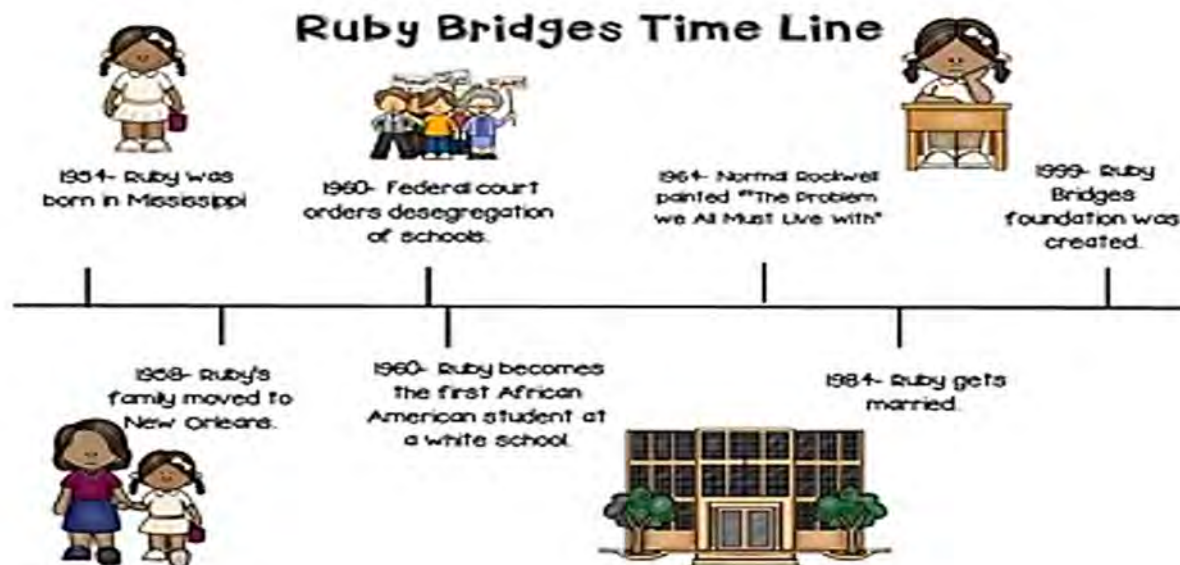
Year 1 History SPRING 1: Ruby Bridges

N.C. Expectations The lives of significant individuals in the past who have contributed to national or international achievements. *Changes within living memory.*

Key Enquiry Question

Why was Ruby Bridges significant?

VOCAB	Definition	Widgit
significant	Something of great importance and worthy of attention	
segregation	Keeping a person or a group of people separate from others	
equality	Being equal especially in rights or opportunities	
reliable	Good quality and can be trusted	
past	Gone by in time/ already happened	
protest	A statement or action against something	



Big Ideas

- ✓ **Significant people** are important people who have had an impact on society.
- ✓ Ruby Bridges is **significant** in history because she was the first black girl in South America to attend an all-white primary school.
- ✓ **Inequality** existed in Southern America water fountains, theatres food counters were **segregated**.
- ✓ **Photographs** have helped us understand the hardship she faced and how society viewed her actions
- ✓ Ruby Bridges inspired change: other black children tried to get into all- white schools.

Links to previous learning

- ✓ A significant person is an important person
- ✓ Princess Diana was a significant person who believed in equality for all.
- ✓ She demonstrated this by walking across land mines.
- ✓ Used time language: past, present, future



Videos & Additional Reading

- ✓ <https://www.teachingideas.co.uk/history/ruby-bridges-my-best-lesson-by-mathew-sullivan>

HISTORY Y1: SPRING 1: Week 1

ENQUIRY QUESTION:

Who contributed to the change for equality? ?

BIG IDEA - CHRONOLOGY: Significant people can be identified across history including: Rosa Parks and Princess Diana.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Arrange significant people in relation to own life - Match key word with definition - Use the word in a sentence	To know that Ruby Bridges contributed to the change for equality. ✓ Some vocabulary relates specifically to its historical context. ✓ One specific word can make the meaning/context very clear. ✓ Using the best word conveys meaning in the best way, meaning you can use one correct word instead of many. ✓ See vocabulary and definitions in Knowledge Organiser. ✓ Segregation is when different ethnicities are separated. ✓ Black and white people were segregated in America and weren't allowed to share many things.	• 'Think like a historian' Why is she significant? Image of Princess Diana (R1) Are significant people always adults? Show image (R2) of Ruby Bridges 'now' (adult) and 'then' (child) Where does Ruby Bridges fit on our timeline of significant people? Outcome 1 Why do we learn new vocabulary? What does it make you think of? When have we seen this before? What is the definition? Can you think of any synonyms? How would you use this word in a sentence? Match definition to word activity R5	Chronology Order the significant people studied (Princess Diana and Ruby Bridges), placing themselves within this. R4 Key Vocabulary Match word with synonym (photo lesson). Red - Match key word and definition Yellow - Write a sentence with key words. Green - Explain what these significant people have in common.

HISTORY Y1: SPRING 1: Week 2

ENQUIRY QUESTION:

What did segregation look like?

BIG IDEA - INTERPRETING HISTORY: Primary sources/ photos of segregation, help us to understand what segregation looked like in America

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Match interpretations with image - Write interpretation of image - Explain the inequality in America	To understand what segregation looked like in 1960s America ✓ Segregation is when different ethnicities are separated. ✓ This happened in lots of places in the world, and it was especially bad in America. ✓ Black people were separated from white people at water fountains, in parks, shops, restaurants, cafes, on buses. ✓ Black people had the worse half of everything.	• 'Think like a historian' 'Think like a historian' Was life the same for everybody ? Image R1 What is segregation? What was segregated? Sources (R2 & R3)	Use primary sources Sources (R2 & R3) to answer historical questions. Sentence scaffolds to help. Photo record lesson. Red - Match interpretations with image Yellow - Write interpretation of image Green - Explain the inequality in America

HISTORY Y1: SPRING 1: Week 3

ENQUIRY QUESTION:

How can photos help us understand the past?

BIG IDEA - INTERPRETING HISTORY: Sources can change our perception of an event.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know that photographs give us information about the past - Ask and answer historical questions - Make inferences about what is happening.	To use a historical source to make inferences about the past. ✓ Photographs can contain information and clues about the past. ✓ We can use these photographs to learn about things when we weren't there. Before photographs, we had to use paintings which were not as reliable. ✓ Ruby Bridges is an American civil-rights activist. ✓ She is famous for being the first Black person to attend an all-whites school in New Orleans in 1960. ✓ She had to take a test to attend the all-whites school, which was made extremely hard on purpose.	• 'Think like a historian' What can you see? What might be happening? Image cut out (R1) What can you see now? What new information is there? Image (R2) What about now? Where might she be going? How old is the photo? How do you know? Image (R3) What happened on this day? Any Ruby Bridges video or audio	Make inferences and ask questions about the pieces of the photo (Group Task) Under the photo (R2), explain what photos tell us about the past and what is happening in the picture. Red - know that photographs give us information about the past. Yellow - Ask and answer historical questions Green - Make inferences on the image using prior knowledge

HISTORY Y1: SPRING 1: Week 4

ENQUIRY QUESTION:

Why was Ruby Bridges significant?

BIG IDEA - SIGNIFICANCE: Ruby Bridges was the first black pupil to attend an all white school in Southern America.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know who Ruby Bridges was - Explain why this makes her significant - Use primary evidence to explain why she was significant	To know who Ruby Bridges was and why she was significant ✓ Ruby was born 8 September 1954 in Mississippi but later moved to New Orleans. ✓ Segregation laws kept black children from attending schools with white children. ✓ During this period of time in the USA, Black Americans did not have the same rights as white Americans. ✓ Ruby Bridges was the first Black pupil to attend an all-white primary school in southern USA. ✓ Ruby was only 6 when she helped integrate black students into white schools in the USA.	'Think like a historian' Was life the same for everyone? Image R1 Who was Ruby Bridges? Image R2 What happened in Ruby's life? Activity R3 - children use source images R4 to find evidence to 'prove' that statements about Ruby's life are accurate. (Answers R5) Why was she significant? image her quote R6	Children annotate a picture of Ruby Bridges (R2) with key facts about her life. Red - Know that Ruby Bridges was the first black pupil in an all- white primary school Yellow - Explain why this makes her significant Green - Use primary evidence to explain why she was significant.

HISTORY Y1: SPRING 1: Week 5

ENQUIRY QUESTION:
What difficulties did Ruby face?

BIG IDEA - SIGNIFICANCE: Against all the odds and with setbacks Ruby entered the desegregated school.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Order the events off Rubys first day of school - Explain why it was difficult - Explain why this makes her significant	To order the events of Ruby Bridges' first day of school. ✓ November 14, 1960 - Ruby attended her first day at the all-white William Franz School near her home. It was only 5 streets away. ✓ Outside her new school on her first day there were lots of people protesting against her attendance. ✓ Some men in suits (Federal Marshals) arrived at her house that morning to protect Ruby from the protestors. ✓ They drove Ruby to school and surrounded her on her way in. ✓ Only one teacher, Barbara Henry, agreed to teach Bridges - she was new to the school. ✓ On her first day, she sat in the principal's office with her mum and completed work there. ✓ She watched the parents of the white children taken them out of school and the school was mostly empty.	• 'Think like a historian' What was your first day at HPAPL/CP like? Was that the same for Ruby Bridges? Image R1 What difficulties did she face? Source images (R2 & R3) Why does this make her significant? image (R4)	Order the events of Ruby's first day at school. Red Order the events off Rubys first day of school Yellow-Explain why it was difficult Green- Explain why this makes her significant

HISTORY Y1: SPRING 1: Week 6

ENQUIRY QUESTION:
How did Ruby Bridges inspire change?

BIG IDEA - SIGNIFICANCE: Ruby Bridges is significant because she inspired change.E.g. Other back children tried to get into white only schools

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know that. Ruby Bridges inspired change - List a change that Ruby inspired - List multiple changes Ruby brought about	To recognise how Ruby inspired people ✓ After Ruby Bridges went to a white school more black people were inspired to stand up against segregation ✓ She inspired other black children to try to get into white schools and schools became more integrated. ✓ Ruby has inspired many people and she is remembered for starting the change schools in the USA. ✓ In 1999, Bridges formed the Ruby Bridges Foundation in New Orleans, to promote ole ranch and respect through educating.	'Think like a historian' How is Ruby Bridges remembered? Image (R1) Image (R2) What changes do you think Ruby inspired? Source images (R3 & R4) Why did she inspire these changes? Image R5	Knowledge assessment: Complete multiple choice quiz on the core knowledge for the term. (R4) 'Thinking Like a Historian' Assessment: Annotate a picture of RB saying how she changed lives (e.g. L1 R2) Red -Know that Ruby Bridges inspired change Yellow-List a change that Ruby inspired Green- List multiple changes Ruby brought about

Year 1 History SPRING 2: Florence Nightingale and Mary Seacole

N.C. Expectations The lives of significant individuals in the past who have contributed to national or international achievements. *Changes within living memory.*

Key Enquiry Question

How are Mary Seacole and Florence Nightingale similar and significant?

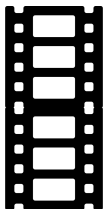
VOCAB	Definition	Widgit
nurse	Someone who is trained to take care of sick or injured people	
doctress	A person trained to take care of sick or injured people	
hospital	a place where sick or injured people are given care	
wounded	An injury or cut.	
significant	Something important that needs to be remembered	
nurse	Someone who is trained to take care of sick or injured people	
doctress	A person trained to take care of sick or injured people	



Big Ideas

- ☒ Mary Seacole and Florence Nightingale are both significant because they made changes to hospitals.
- ☒ We remember them today because after they changed hospitals, the conditions in hospitals improved and as a result there are less deaths.
- ☒ These women are significant because they have had an impact on our hospital systems and their bravery is remembered positively today.

Videos & Additional Reading



- ☒ <https://www.historyheroes.co.uk/2020/04/florence-nightingale-mary-seacole-and-the-crimean-war/>
- ☒ <https://www.youtube.com/watch?v=jONlz7vaMnU>
- ☒ https://www.youtube.com/watch?v=hoQ-Zqv_fZg
- ☒ <https://www.youtube.com/watch?v=xT9BTuBtCJs>
- ☒ <https://www.youtube.com/watch?v=FZDfibPtBll>

Links to previous learning

- ☒ A In Reception we learnt about people who help us including doctors and nurses.

HISTORY Y1: SPRING 2: Week 1

ENQUIRY QUESTION:
Who contributed to changes in history?

BIG IDEA - CHRONOLOGY: Significant people can be identified across time:
Florence Nightingale/Mary Seacole, Princess Diana, Ruby Bridges.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know when Florence Nightingale and Mary Seacole were alive in relation to significant people I know about - Know when Florence Nightingale and Mary Seacole were alive. - Place Florence Nightingale and Mary Seacole on a timeline. - Recognise key vocabulary relating to Florence Nightingale and Mary Seacole.	- Some vocabulary relates specifically to its historical context: one specific word can make the meaning/ context very clear so you don't need lots of words: See vocabulary definitions in Knowledge Organiser: Florence Nightingale was a famous British nurse who lived from 1820-1910. - Mary Seacole was a doctress who set up a hospital at the battlefield of the Crimean War. - Chronology: Mary Seacole and Florence Nightingale were alive at the same time: before Ruby Bridges and Princess Diana but after the Great Fire of London.	• 'Think like a historian' Why are these people significant? (R1) Pictures of Ruby Bridges and Princess Diana Do all significant people look the same? (R2) Show children images of Florence Nightingale and Mary Seacole (Key point, no some are old, some young, some black/ some white) Where do significant people fit in our timeline? (R2) order the images of the significant people in their books depending on where they fit into history. Why do we learn new vocabulary? What does it make you think of? When have we seen this before? What is the definition? Can you think of any synonyms? How would you use this word in a sentence?	Chronology order the significant people studied Key Vocabulary Match word and meaning for the 3 words highlighted in yellow. Red - Know that hospitals are different from the past Yellow - identify the problems of the hospitals in the past Green - identify the key changes Florence Nightingale made to hospitals.

HISTORY Y1: SPRING 2: Week 2

ENQUIRY QUESTION:
Why do we think Florence Nightingale is remembered?

BIG IDEA - SIGNIFICANCE: Some people are significant because they have changed the way people live and have made our lives better.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know who Florence Nightingale was and why she is remembered - Know that Florence Nightingale was a nurse. - Recognise key events in Florence's life. - Explain how Florence Nightingale improved nursing.	- Florence Nightingale (FN) was a famous British nurse who lived from 1820-1910. - She was born in Italy, named after her birthplace but grew up in England. - She helped to make hospitals sanitary places, and wrote books on how to be a good nurse. - She began her nursing career during the Crimean War campaigning for better hospital conditions for wounded soldiers. - Her nickname 'Lady with the Lamp' came from her working through the night, long after other nurses had gone: She was also a mathematician.	• 'Think like a historian' Who do you think this is ? What job did she do? How do you know? (R1 S2/3) How is nursing different today than in Florence Nightingale's time? (R2 S4/5) What were the events in Florence Nightingale's life? Read the story (ppt) Order the events (R3) Why do you think Florence is remembered? (Outcome)	Children Label 4 pictures of significant events in Florence Nightingale's life. Red - Know that Florence Nightingale was a nurse who changed nursing Yellow - Identify four reasons why Florence was significant Green - Explain how this was an improvement on the old nursing system.

HISTORY Y1: SPRING 2: Week 3

ENQUIRY QUESTION:

How did Florence improve the lives of soldiers in Crimea?

BIG IDEA - CHANGE: Florence made changes to the way people are cared for in hospitals, particularly in war time.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To name some changes Florence Nightingale made in hospitals ☒ Recognise that hospitals have changed from the past. ☒ Identify how hospitals have changed from the past. ☒ Explain how Florence Nightingale improved nursing.	☒ FN worked as a nurse in a hospital in Turkey during the Crimean War, and discovered soldiers were dying because of lack of proper food, medicine, shortage of staff and dirty living conditions. ☒ She told the British government of the poor conditions which began a redesign of hospitals. ☒ FN wrote over 200 books about how hospitals should be arranged and run, explaining basic nursing skills such as hygiene and nutrition. ☒ Florence had a tough job to change so much. ☒ The rooms where the injured soldiers were put was nothing like hospitals today	• ‘Think like a historian’ What can we tell about Florence Nightingale? (R1) Picture of Florence Nightingale Why was Florence Nightingale significant? https://www.youtube.com/watch?v=oKuMZQI-6gw Why were so many soldiers dying in the hospitals before Florence arrived? (R2, 3 and 4) How did Florence change hospitals? Powerpoint labeling the changes	Match the labels of the changes with the picture of the hospitals at that time Red - know that photographs give us information about the past. Yellow - Ask and answer historical questions Green - Make inferences on the image using prior knowledge

HISTORY Y1: SPRING 2: Week 4

ENQUIRY QUESTION:

What were the most important moments in Mary's life?

BIG IDEA - SIGNIFICANCE: Mary had important moments in her life: helping her mother in a boarding house where many of the guests were sick, treating people suffering with cholera; helping soldiers during the Crimean war.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To identify important moments in Mary's life ☒ Know Mary Seacole was a doctress. ☒ Identify three significant moments in Mary's life. ☒ Explain why these moments are significant.	☒ Mary Seacole (MS) was born in Kingston, Jamaica. ☒ From 12yrs, she helped her mother care for sick patients in a boarding house. ☒ She lived an adventurous life travelling across many lands to help people in need including Panama to treat patients who were sick with Cholera. ☒ MS tried to go to the Crimean War to help as a nurse, but was rejected so she paid for herself and set up a hotel on the battlefield selling hot meals and looking after wounded and sick soldiers. ☒ She called herself a doctress (not a nurse). https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt	‘Think like a historian’ Who do you think this is ? What job did she do? How do you know? (R1) What were the events in Mary Seacole's life? (R2) Watch video Order events What were the most significant events in Mary Seacole's life? (Outcome)	Children Label three significant moments in Mary Seacole's life. Snip from pictures in PPT. Red - Know that Mary Seacole was a Doctress who helped soldiers during the Crimean war. (Not knowing details of her significance) Yellow - Identify three significant moments in Mary Seacole's life. Green - Explain why these moments were significant

ENQUIRY QUESTION:

**How important was Mary's work in the Crimean war?
How do we know?**

BIG IDEA - SIGNIFICANCE: Mary opened a British hotel near to the battle fields to treat and care for sick soldiers.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know how Mary helped during the Crimean War ☒ Identify an important moment in Mary's life. ☒ Identify three significant moments in Mary's life. ☒ Explain why these moments are significant and how we know.	☒ Mary asked to be sent as an army nurse to Crimea because facilities for wounded soldiers were so poor; they were not being cared for. ☒ Mary set up a British hotel selling hot food, drinks and equipment, using the money to treat the sick/ care for wounded soldiers. ☒ Unlike other nurses, Mary rode onto the battlefield even when it was underfire to treat the wounded soldiers on the field. ☒ She was so caring she was known as Mother Seacole.	• 'Think like a historian' Why do you think this person might be significant? (R1) What did Mary do in Crimea? (R2) Watch video What are sources used for ? (Outcome) Mini task Which sources support the statements? (R3) What are Mary's greatest achievements. How do we know? (Outcome)	Children write under three pictures detailing Mary's greatest achievement. Red - Identify one of Mary's achievements in Crimean war. Yellow - Identify more than one of Mary's achievements. Green - Identify Mary's achievements in Crimean war and explain why they were great achievements and how we know.

ENQUIRY QUESTION:

How were Mary Seacole and Florence Nightingale similar and different?

BIG IDEA - SIMILARITIES AND DIFFERENCES : Mary Seacole and Florence Nightingale were both at the Crimean war at the same time, but in different places, with different roles, to improve medical care.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To compare Mary Seacole and Florence Nightingale ☒ Identify an important moment in Mary's life. ☒ Identify three significant moments in Mary's life. ☒ Explain why these moments are significant and how we know.	☒ MS and FN were both at the Crimean War at the same time (though they are only recorded to have one conversation). ☒ They were born in different places, lived for different timespans and had different marital statuses. ☒ MS was not a nurse, but 'doctress' and FN was hired as a nurse in the Crimean War. ☒ They both shared great characteristics: altruistic , brave, intelligent.	• 'Think like a historian' What does this tell us about these women? (R1) How are these women similar and different? Sorting activity	Make a Venn diagram comparing the similarities and differences between Mary Seacole and Florence Nightingale. Assessment quiz. Red - Identify one similarity and difference between Mary Seacole and FN. Yellow - Identify multiple similarities and differences between MS and FN. Green - Explain how they are similar and different.

Year 1 History Summer 1: The London Underground

N.C. Expectations significant historical events, people and **places** in their locality.

Key Enquiry Question

How has the
London Underground and its uses
changed?

VOCAB	Definition	Widgit
transport	A way of carrying people from place to place	 transport
commute	Travelling between home and work	 commute
overcrowding	Many people in one place	 overcrowding
invented	Create or design something	 invented
significant	Something of great importance	 significant
public	Ordinary people	 public

Videos & Additional Reading

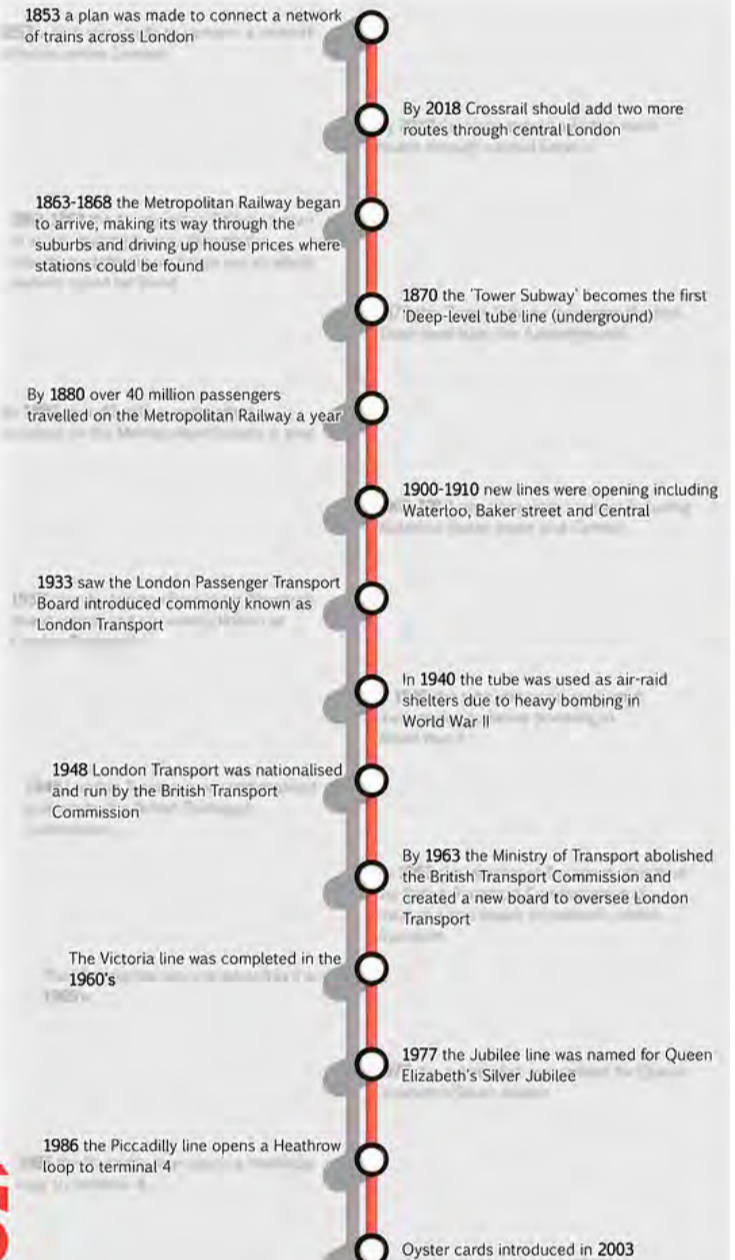
-  <https://www.youtube.com/watch?v=IA9g7fDWnok>
-  <https://www.youtube.com/watch?v=VdZd5zYTKAw>
-  <https://www.youtube.com/watch?v=lpMX7EkAhoA>

Big Ideas

-  London Underground is significant because it was an invention that predated electricity, but is still a very important part of people's lives.
-  The London Underground has had many uses during its lifetime including during WW2, as a vital mode of transport and is still used today by thousands of people.
-  The London Underground has changed in many ways including stations, the size and the trains

Links to previous learning

-  In Reception we studied old and new toys to help us understand how they have changed depending on the technology available.
-  Previously we learnt that there are significant people who have changed history.
-  Previously we have learnt that there are significant events that have changed history.



ENQUIRY QUESTION:

Where does the London Underground fit in a timeline of transport?

BIG IDEA - Chronology: The London Underground came *before* electricity was invented. It is *newer* than the use of horses and bicycles, but *older* than the car or bus.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Match key vocabulary to its meaning. - Place modes of transport in chronological order - Use terms that show the passing of time.	✓ Some vocabulary relates specifically to its historical context. ✓ One specific word can make the meaning/context very clear. ✓ First modes of transport were horses and camels (over 4000 years ago) ✓ Second modes of transport were bicycles ✓ London Underground was built in 1863 ✓ Cars and buses came after in 1908 ✓	• Introduce key question for the term • What is transport? • ‘Think like a historian’ Has transport always been the same? R1 Can you place the transport in chronological order? R2 - outcome What do these words mean? What actions can you think of? R3 - outcome	Make actions for key vocabulary and think of synonyms/ match with definitions. Order 4 modes of transport including the London Underground. Red - Know that transport has not always been the same Yellow - Place transport in chronological order Green - Order transport in chronological order and use terms that show the passing of time.

ENQUIRY QUESTION:

Why was the London Underground built?

BIG IDEA -Cause and consequence: London Underground was built because many people had moved to the city to work and needed transport.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know what the London Underground is Use sources to explain why it was built Identify the consequences of the London Underground being built.	✓ The Underground is a maze of tunnels, like roads, in the middle of London that are built under the ground. ✓ The Underground was necessary to create because there were more Londoners than ever before, coming from the countryside to work with industrialisation. People were living in large slums near their places of work because there was no transport. ✓ The London Underground was invented because it prevented overcrowding and gave workers a way to get to work. It was the first of its kind. In this way it was life changing.	• ‘Think like a historian’ What is the London Underground? R1 Why do you think the London Underground was built? R2 What were the consequences of the London Underground being built? R3	Write a sentence underneath a picture before the underground and after the underground with the cause and consequence. R2 and R3 Red Know why the London Underground was built Yellow - Use sources to explain the London Underground was built. Green - Identify the cause and consequence of London Underground being built

ENQUIRY QUESTION:
How has the London Underground changed over time?

BIG IDEA - Continuity and change: *The London Underground has changed overtime due to changes in society*

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Recognise the underground has changed. Identify ways the underground has changed Use evidence to explain why the underground has changed	✓ The first underground trains were steam trains this meant they were much dirtier than trains today which are electric. ✓ There were not as many lines in the underground when it first opened and now the underground is extending and getting bigger. ✓ Access to the trains has changed as we now have lifts and escalators where as previously there were only steps (Like Covent Garden) ✓ The London Underground is now busier than it was in 1863 as more people are taking it and the population of London has grown.	‘Think like a historian’ What was London Underground like previously? R1 What is the Underground like now? R2 How and why have underground trains and stations changed? R3-6 How and why has London Underground got bigger? R7/8	Have pictures of the underground in the past and now. Write sentences about how it has changed. Red know the underground has changed Yellow-Name some ways the underground has changed Green- Use evidence to make comparisons of the underground now and then

ENQUIRY QUESTION: *Why was the London Underground significant during World War Two?*

BIG IDEA - Significance: *The London Underground was significant during World War Two because people used it to shelter from the bombing of the blitz.*

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know the London Underground had more than one use. Use a variety of sources to understand why the underground was significant Explain what it was like in the underground during WWII	✓ World War II was a very dangerous time for people living in London. Although the fighting was not in England, bombs were dropped on big cities. ✓ During World War II, many tube platforms were used as air raid shelters. ✓ Members of the public spent entire nights sleeping on the platforms to avoid the bombs falling on top of them. It also provided a base for operations for leaders. It had to be regulated because thousands of people tried to use it. ✓ It would have been dark and frightening, but promoted a sense of teamwork and togetherness.	‘Think like a historian’ What do you think is happening in this picture? How do you think the people are feeling? R1 What was London like in World War II? R2 What was the London Underground used for during the war? Why? R3 What was it like? R4	Annotate pictures of people sleeping in the London Underground during WWII Red know the underground was significant during WWII Yellow-Use sources to understand what London was like and why the underground was used. Green- explain what it was like to be in the underground during this time

ENQUIRY QUESTION: How has London Underground and its uses changed?

BIG IDEA - CONTINUITY AND CHANGE: The London Underground has changed in many ways including stations, size, trains and uses.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that the London Underground has changed over time.	☒ The London Underground connects all Londoners to where they need to be quickly and efficiently. ☒ Many lines and stations have excellent access for people with disabilities; lifts, step free access, platform humps. ☒ Pregnant women and those in need of a seat wear badges; this is a way the underground supports society. ☒ Trains are getting upgraded: faster, more of them, air-con. ☒ It was used during WW2 as an air raid shelter.	What was the underground like in the past? R1 How has the underground been used in different ways? R2 Why was the underground significant in the past? R3 Why is the underground significant today? R4	Answer big question in a sentence Complete end of unit quiz. Red know the underground has changed over time Yellow -Use sources to explain why the underground has been used Green - explain why the underground was significant

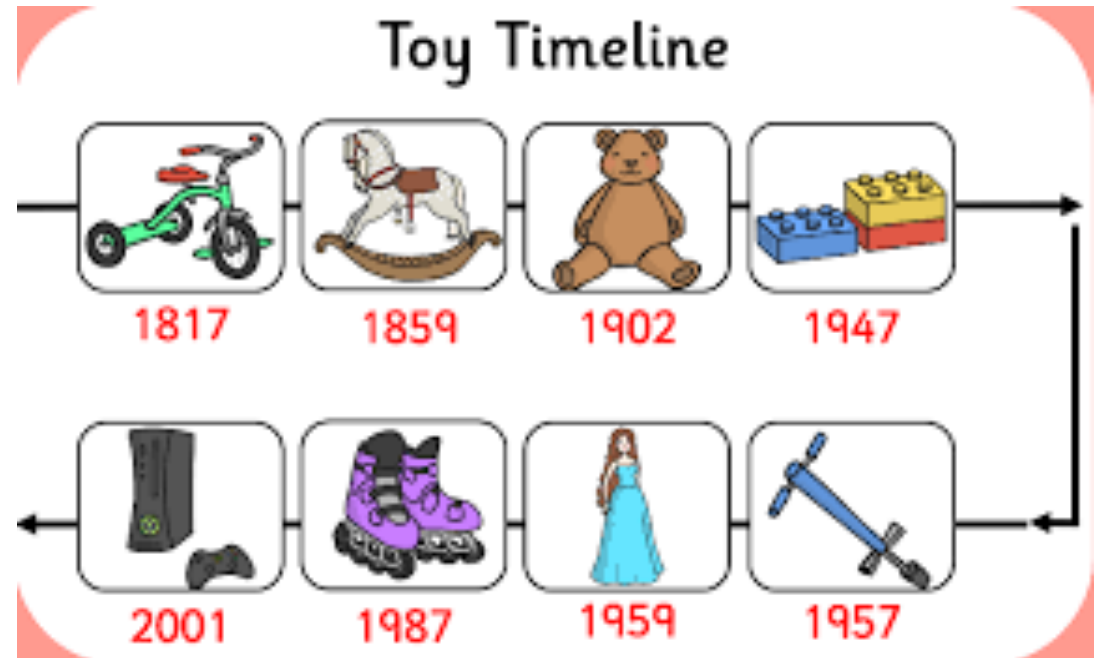
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment

Year 1 History Summer 2: Toys then and now

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

Key Enquiry Question

Have toys always looked the same?



VOCA	Definition	Widgi
past	No longer existing and happened before today	 past
new	Discovered recently	 new
old	Something from a long time ago	 old
present	Something that is happening now	 present
evolved	Changed gradually	 evolved
modern	Something from the present times	 modern

Videos & Additional Reading

Big Ideas

- ✓ We can use the words **old** and **new**, **past** and **present** to describe how toys have changed.
- ✓ Nowadays, toys are made from plastic, as it can be shaped easily, is cheap and fast to make
- ✓ **Modern** toys are also electronic
- ✓ 1950s toys look similar to toys today but have been upgraded as technology has improved.
- ✓ In the Victorian toys times toys were made from wood, metal and paper.

Links to previous learning

- ✓ In Reception we learnt the word old and new when exploring the past.
- ✓ We also explored toys used now and toys in the past.
- ✓ We learnt about Florence Nightingale who was alive during the Victorian Era.
- ✓ We looked at how the tube has changed overtime.

ENQUIRY QUESTION:
Is it old or new? Is it from the past or present?

BIG IDEA -Chronology : We use the words *past* and *present*, *old* and *new*, to help us talk about history.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Match key vocabulary to its meaning. - Use words that relate to time - Order past events and people chronologically.	✓ We use the word past to describe things that happened before now or to describe things or people who are longer here. ✓ We use the word present to describe things or people that are here now. ✓ We use the word old to describe things that belonged to the past. ✓ We use the word new to describe things that have been discovered recently and are here today.	• ‘Think like a historian’ Are they from the past or present? R1 Is this old or new? R2 What is old? What is new? What is past? What is present? R3	Make actions for key vocabulary and think of synonyms/ match with definitions. Photo lesson - Children group images into old and new/ Past and present Red -Use the term past and present/ old and new Yellow- Use the terms older and more recent Green- Order some of the people/ items chronologically.

ENQUIRY QUESTION:
What are toys like today?

BIG IDEA Continuity and Change: There are many different types of toys that have been made from a range of materials. Not all toys are used by the same people. Some toys are digital, some are not.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Name some different toys -Describe features of new toys -Describe the similarities and differences between toys	✓ Toys are made from a range of materials depending on the toy and its purpose. ✓ Plastic is a common material used when making toys today. ✓ As technology and computers have developed over time - toys have also developed in technology. ✓ Over the last 50 years toys have become electronic using batteries and computer technology to do more clever and complicated things. ✓ Toys that were used in the past have now become electronic. E.g. train sets, dolls that talk, remote control cars,, teddy bears that sing and read stories, dogs that jump and bark etc. ✓ Boys and girls both play with the same toys.	• ‘Think like a historian’ What does this toy tell us about toys today? R1 What are new toys like? Children bring in their favourite toy How can we describe these toys? What are the features of these toys? Children use their own toys to play a guessing game by describing a toy Who do these toys belong to? R2 How would group these toys into categories?	Children talk about their favourite toy. Play what am I game by describing a toy. Children name three toys in the table and write new features of these toys. Red Name toys Yellow- Describe features of new toys Green- Group toys based on their similarities and differences

ENQUIRY QUESTION: What were toys like when our grandparents were alive? How were they different ?

BIG IDEA - CONTINUITY AND CHANGE: Toys have changed over generations due to new discoveries, cost and materials

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Sort old and new toys -Describe features of old toys -Identify old toys without a new alternative	✓ We can sometimes tell if toys are old if they have signs of age and damage. ✓ However sometime new toys can look old if they are not looked after well. ✓ We know about toys 60 years ago by looking at photographs, people's memories, actual objects and museums ✓ Most toys in the 20th Century were very different to toys we have today. ✓ Some toys made in the 20th Century are still popular today e.g teddy bears, Crayola, Meccano, Barbie and Lego were made between 50 and 100 years ago. ✓ These toys have evolved over time to remain popular today.	'Think like a historian' Is this old or new? How do you know? R1 Which toys are old? Which toys are new?How do you know? How do we know what toys were like 60 years ago when our grandparents were little? R2 What type of toys did people from the past play with and how are they different? Use toys provided Are these toys older or newer? R3	Children have picture of old toy and new toy write down how they are similar and how they are different. Red - Sort toys into old and new Yellow-Explain how you know some toys are older Green- explain that new toys can look old and old toys can look new.

ENQUIRY QUESTION: What were toys like in the Victorian era? How are they different to today?

BIG IDEA - Significance: Victorian toys were usually made from wood, metal and paper. The toys that Victorian children had depended on how much money their family had. Nowadays, toys are largely made from plastic and have become electronic.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Describe how we know about toys from the past -Describe changes of toys across two generations -Describe changes across three generations	✓ We know about toys by looking at photographs, ✓ Toys from the past are very different to the modern toys of today: they are made differently. ✓ victorian toys e.g cloth peg dolls, spinning top, marbles, skipping rope, yoyos, toy soldiers, train sets, hoop and stick. ✓ The oldest toys were very simply made from simple materials: e.g. skipping rope, marbles, hoops ✓ Many toys were made from wood e.g. cup and ball, yoyo, ring toss games, hobby horse, rocking horse ✓ Some toys were made from metal or tin e.g. spinning top, toy soldier, zoetrope, train sets, slinky ✓ Only wealthy families could afford to buy toys: Poor children made their own toys: e.g. cloth peg doll, thaumatrope. ✓ There was NO plastic, and NO battery toys.	'Think like a historian' How do we know that these toys belonged to children from a long time ago? R1 What do you think these toys were used for tf? ≤ What do you notice about these toys? How are they similar/ different to the toys we use today?	Order pictures of toys from old to new(mini task and main task. Write a sentence to describe the changes Red Describe how we know about toys from the past Yellow-Describe changes across two generations Green- Describe changes across three generations

ENQUIRY QUESTION: How have toys changed/ stayed the same overtime?

BIG IDEA - CONTINUITY AND CHANGE: Victorian toys were usually made from wood, metal and paper. The toys that Victorian children had depended on how much money their family had. Nowadays, toys are largely made from plastic and have become electronic.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Can recognise similarities and differences between Victorian toys and new toys -Explore Victorian toys -Describe features of old toys -Recognise similarities and differences between old and new toys	☒ Queen Victoria played with toys when she was a child. ☒ These toys are very different to the toys we use today ☒ Victorian toys were made of wood, metal and paper ☒ Some of the Victorian toys are similar to the toys today such as dolls and bears however some toys we no longer use.	Kensington Palace trip	Trip
			N/a

ENQUIRY QUESTION: Have toys always looked the same?

BIG IDEA - Continuity and change: Toys have evolved over generations. In the Victorian era toys were made from wood, metal and paper. Toys in the 1950s look similar to the toys we use today but they have been enhanced and improved using technology.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Identify some old and new toys -Name some differences between toys then and now -Use subject specific detail	☒ Some of the Victorian toys are similar to the toys today such as dolls and bears however some toys we no longer use.	Have toys always looked the same?	Photo of toys Children answer enquiry question Revision quiz.
			Red -Identify some old and new toys Yellow - Name some differences between toys then and now Green -Describe how toys from this era differ from toys in the Victorian Era and can use subject specific detail.

Curriculum: Year 2 Teacher Expert Files



Year 2 History Autumn 1: Significant People: Nelson Mandela

N.C. Expectations. he lives of significant individuals in the past who have contributed to national and international achievements

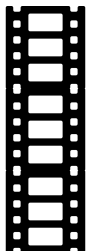
Key Enquiry Question

Why was Nelson Mandela significant?

Key dates in the life of Nelson Mandela



VOCAB	Definition	Widgit
Apartheid	the separation of people based on the race/ colour of their skin	 apartheid
timeline	A way of showing important events in time order	 timeline
legacy	The way people are remembered or what is handed down to another period of time	 legacy
chronology	The order events took place in	 chronology
significant	something that is important or worth remembering	 significant
protests	People coming together to show they disagree with something	 protest



Videos & Additional Reading

<https://www.youtube.com/watch?v=Lm8SEOjxjU>
<https://www.youtube.com/watch?v=7SZVtrCVMnM>
<https://www.natgeokids.com/uk/discover/history/general-history/nelson-mandela/>
<https://www.youtube.com/watch?v=bIAaTLr-kkY>

Links to previous learning

- ✓ previously we learnt about time language including past, present and future. We used this to discuss the order of events.
- ✓ We explored Ruby Bridges and her impact on segregation in America.
- ✓ We learnt about Princess Diana, Florence Nightingale, and Mary Seacole we discussed why they were significant and the impact they had on lives.

Big Ideas

- ✓ **Chronology:** Timelines can be made for different periods and for different lengths of time. They are useful for organising events in the order they happened.
- ✓ **Apartheid** is a system that segregates and discriminates against people with different coloured skin; this happened in South Africa until 1992.
- ✓ Nelson Mandela campaigned against apartheid in South Africa, he even went to prison for 27 years as a result of his part in protests etc. Once he was released he unified South Africa and became president.
- ✓ Nelson Mandela is significant because of the impact he had on South Africa and the people who lived there.

ENQUIRY QUESTION: How can I organise the key events in my life?

BIG IDEA - Chronology: Timelines can be made for different periods and for different lengths of time. They are useful for organising events in the order they happened.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that a timeline is used to order events across a periods of time - Know the purpose of a timeline - Place life events in chronological order - Use vocabulary relating to time.	- History is the 'story' of people in the past and things that happened. - The past is something that has already happened, e.g. The Great Fire of London - The present is what is happening right now, e.g. this lesson, 2020. - The future is something that has not yet happened e.g. the Olympics in 2021 Chronology is arranging events that happened starting with the oldest, ending with the newest. - A timeline is a way of organising the chronology, mainly left to right using dates, pictures, headings.	• Think like a historian' Which picture is from the past? How do you know? R1 What is history? R2 What is chronology? What is a timeline? R3 How do I make a timeline of my life? Which events are key life events? R4 - Teacher make timeline of life. What do these words mean? What actions can we do to remember them? What words are similar?	Create a timeline of their life. Write two sentences using time vocabulary. Match vocabulary to definition. Red- Know the purpose of a timeline Yellow- order life events or a timeline Green- Use time vocabulary to describe where these events fit in relation to each other

ENQUIRY QUESTION: What was apartheid and how did it affect the lives of people living in South Africa?

BIG IDEA -similarity and difference: Photographs of the apartheid in South Africa reveal What life was like during the Apartheid in South Africa and the ways in which life was different for white and non-white people

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Define apartheid - Name some differences between white and non white people - Infer how the laws affected white and non-white people differently.	Apartheid is a system that segregates and discriminates against people with different coloured skin; this happened in South Africa until 1992. - South Africa is a country at the very tip of Africa. - Most black people had no jobs, were very poor and could not vote due to a system called apartheid. - Non-white people were considered to be less important (inferior) to white people. - Non-white people were not allowed to: attend the same schools; share toilets; go to the same restaurants; go to the same beach or the same swimming pools as white people or marry white people.	• Think like a historian' What was life like in America when Ruby Bridges was alive? R1 Where is South Africa? Google Earth What was the apartheid? What was South Africa like during the apartheid? R2 - R2 Video - 0:49	Children look at primary sources and discuss in groups what they can infer in relation to key question. Match interpretation with primary source. R3 Red- Know what the apartheid was Yellow- Use sources to identify the difference between white and non-white people Green- Use the sources to suggest how these laws affected white and non-white people differently

ENQUIRY QUESTION: What were the key events in Nelson Mandela's life?

BIG IDEA - CHRONOLOGY: Nelson Mandela had many key events in his life including when he went to prison, won a Nobel peace prize and became president.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Order the key events of Nelson Mandela's life - Know that Nelson Mandela had key moments in his life. - Name some key events of NM's life - Order the key events of NM's life using chronology	✓ Nelson Mandela was born on the 18th July 1918. He was a black man who lived in South Africa. ✓ South Africa is a country at the very tip of Africa. ✓ Most black people had no jobs, were very poor and could not vote due to a system called apartheid. ✓ He was told that he could be released early if he stopped the ANC's protests, but he refused. ✓ Over his 27 years of imprisonment, Mandela became a renowned political prisoner. ✓ In 1991 he became president of the ANC. ✓ In 1994 Mandela became the president of South Africa, ✓ In 1944, NM joined the African National Congress (ANC) - they made protests about apartheid and Nelson was arrested and jailed twice. In 1963 he went to prison for 27 years. ✓ In 1991 he became president of the ANC. 1994 he became president of South Africa and black people were able to vote.	• Think like a historian' How do we know Nelson Mandela was significant? R1 What were the key events in Nelson Mandela's life? R2 cut up and order as a table	order key events of Nelson Mandela 's life R3 and R4 Red- Know Who Mandela was Yellow- Name key events of Mandela's life Green- Order key events of Mandela's life

ENQUIRY QUESTION: Why was Nelson Mandela significant?

BIG IDEA- Significance: Nelson Mandela can be considered as significant due to the effect he had on the lives of people in South Africa and the abolishment of the apartheid.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know why Nelson Mandela was significant -Know why someone is historically significant. -Describe what life was like during the apartheid and how it changed post apartheid. - Explain how Nelson Mandela contributed to these changes	✓ Historical significance is usually based on four areas: memory, effect, novelty(new) and applicability. ✓ We decide on what is historically significant and therefore what can be deemed as historically significant can change. ✓ Nelson Mandela dedicated his life to fighting for equality and helped topple South Africa's racist system apartheid. ✓ Non-white people were considered to be less important (inferior) to white people. ✓ Non-white people were not allowed to: attend the same schools; share toilets; go to the same restaurants; go to the same beach or the same swimming pools as white people or marry white people. ✓ Nelson Mandela fought for equality and in 1991 the Apartheid was removed in South Africa. ✓ After the apartheid ended, non-white citizens were allowed to vote. ✓ Cultural integration took place and different populations came together again. ✓ Access to public spaces made daily life more open and available to non- white South Africans. ✓ Marriage was now legal between white and non-white people. ✓ Nelson Mandela campaigned for free speech which began to change post apartheid.	• Think like a historian' How can we tell that Nelson Mandela was famous after his time in prison? R1 What makes a person historically significant? R2 What was life like during the apartheid? R3 What was life like after the apartheid had ended R4 What made Nelson Mandela significant?	Write a sentence describing what life was like in South Africa during the apartheid and what life was like post apartheid (2 pictures) explaining why this made Nelson Mandela significant. Red- -Know why someone is historically significant. Yellow-Identify some changes that took place post apartheid. Green- Identify multiple changes that took place and how Nelson Mandela contributed to this.

ENQUIRY QUESTION: How do we know Nelson Mandela was an important figure and is still significant today?

BIG IDEA -Interpreting history: Numerous sources including: newspapers, videos, memorials, books and images show how significant and loved Nelson Mandela is and was.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that a range of sources show us how someone is remembered. -Describe range of sources used -Describe how the sources show that Nelson Mandela is significant. -Describe what the different sources tell us about Nelson Mandela	✓ Mandela received the Nobel Peace prize in 1993 for their work in abolishing the apartheid regime ✓ Memorials of Nelson Mandela can be found in parliament square, highlighting the impact he had across the world. ✓ The UN celebrates Nelson Mandela International Day every year on the 18th July in recognition of the former South African President's contribution to the culture of peace and freedom. ✓ Many books including biographies and children's books have been made talk about the life and achievements of Nelson Mandela. ✓ Videos of his speech after he was freed from prison showed the vast amount of support he had received. ✓ Numerous newspapers articles from around the world also demonstrate the impact he had globally.	• Think like a historian' What does this tell us about Nelson Mandela ? R1 How do we know that Nelson Mandela was an important figure? R2 What do these sources tell us? R2	Photo lesson look at images of Nelson Mandela and discuss what they tell us and how we know he was an important figure and is still significant today. Red- Explain that sources tell us about people in the past Yellow-Explain that the range of sources show how significant Nelson Mandela is Green- Explain what the different sources tell us about Nelson Mandela

HISTORY Y2: Autumn 1: Week 6

ENQUIRY QUESTION: Why is Nelson Mandela significant?

BIG IDEA -Significance: Nelson Mandela is significant due to the effect he had on the lives of people living in South Africa. He played a major role in abolishing the apartheid in South Africa, which separated white and non-white people.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know the effect someone has on others can make them significant. - Know that Nelson Mandela contributed to the abolishment apartheid. - Describe changes that took place - Describe how these changes affected the lives of people	✓ Historical significance is usually based on four areas: memory, effect, novelty(new) and applicability. ✓ We decide on what is historically significant and therefore what can be deemed as historically significant can change. ✓ Nelson Mandela dedicated his life to fighting for equality and helped topple South Africa's racist system apartheid. ✓ Non-white people were considered to be less important (inferior) to white people. ✓ Non-white people were not allowed to: attend the same schools; share toilets; go to the same restaurants; go to the same beach or the same swimming pools as white people or marry white people. ✓ Nelson Mandela fought for equality and in 1991 the Apartheid was removed in South Africa. ✓ After the apartheid ended, non-white citizens were allowed to vote. ✓ Cultural integration took place and different populations came together again. ✓ Access to public spaces made daily life more open and available to non- white South Africans. ✓ Marriage was now legal between white and non-white people. ✓ Nelson Mandela campaigned for free speech which began to change post apartheid.	• Think like a historian' How are these images different? What do they show? R1 Why is Nelson Mandela significant?	End of year assessment and answer to end of term question. Red-Know that Nelson Mandela contributed to the abolishment of the apartheid Yellow-Describe a change that took place. Green- Describe numerous changes that Nelson Mandela helped to bring about.

Year 2 History Autumn 2: The Gunpowder Plot

N.C. Expectations: events beyond living memory that are significant nationally.

Key Enquiry Question

Why was the Gunpowder plot significant?

VOCAB	Definition	Widgit
monarchy	The king or queen	
plot	A secret plan that can be dangerous	
catholic	A religion where the Pope is the head of the church	
parliament	A group of people who make the laws for a country.	
historians	An expert of history who writes about it.	
protestant	A Christian who belongs to a church other than the Catholic Church	

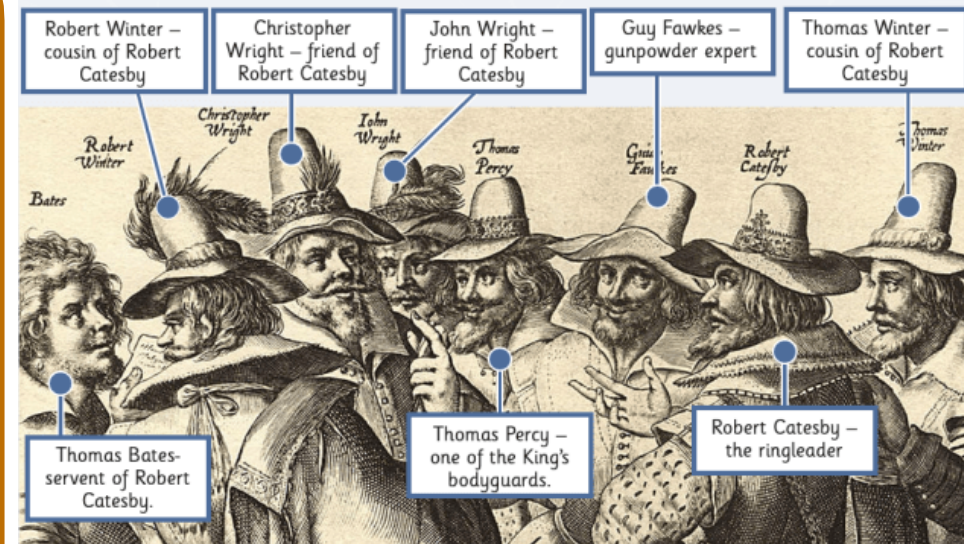
Videos & Additional Reading

Big Ideas

- ✓ The Gunpowder plot is a nationally commemorated event in history.
- ✓ It has been remembered positively as the day in which an evil plot was stopped. However, there was more to the Gunpowder plot than what we are made to remember.
- ✓ The causes of the gunpowder plot was a conflict between Catholicism and Protestantism.

Links to previous learning

- ✓ Last year, we studied the historical significance of the Great Fire of London.
- ✓ It was significant due to the effect it had on the people in London and the change it made to the London we see today. 7



ENQUIRY QUESTION:

How can we describe when the Gunpowder Plot happened?

BIG IDEA - Chronology: Dates tell us when something happened. We can use these dates to place events and people in chronological order. We can just a range of words to describe when these events happened in relation to each other

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know that dates are used to describe when something happened. - Order events in chronological order - Use words before, after, during to describe when events happened.	✓ The Gunpowder Plot took place just after the Elizabethan era. ✓ During the Elizabethan Era/ Jacobean Era, the rich lived in Staley homes and the gentry gained their wealth from the land. ✓ The poor often lived in the surrounding countryside and it was assumed that if you were poor, this position was appointed to you by God. ✓ Monarchy was different in this period compared with today. ✓ The monarch, privy council and parliament worked together to govern England. However, the monarch was always the final authority. ✓ The monarch was believed to have been appointed by God and had the power to grant jobs to those below. ✓ The country was in favour of Protestantism not Catholicism at this time.	• Think like a historian' When was this period? How do you know it wasn't in the present? R1 What was life like during this period? Find a video How can we describe when the Gunpowder Plot happened? R3 What do these words mean? What synonyms can you think of?	Create a class timeline of events studied using time vocabulary. Match key vocabulary to words Red - Know that dates describe when something happened Yellow - Order events chronologically Green - Use words to describe the passing of time: past, present, before after, during, while.

ENQUIRY QUESTION: Who was Guy Fawkes and why did he get involved in the Gunpowder plot?

BIG IDEA - Cause and Consequence: The treatment of Catholics during this period led to a group of conspirators plotting to blow up parliament.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Describe what life was like for Catholics - Order the events in Guy Fawkes' life - Explain why Guy Fawkes got involved in the Gunpowder Plot.	✓ Guy Fawkes was born in York in 1570. ✓ He went to fight for the Catholics in the eighty years war between Spain and the Dutch Protestants. ✓ In those days we did not have a Prime Minister who the people chose instead the king or queen made all of the important decisions and not everyone agreed with these. ✓ James I passed a law that would fine Catholics who did not attend Protestant church services. ✓ Guy Fawkes was one of a group of Catholics who felt that Roman Catholics were being treated unfairly. Land was removed from Catholics, they weren't allowed to attend Mass and carry out any Catholic traditions. ✓ The Gunpowder Plot took place in 1605 when 7 men attempted to blow up the King and Parliament. ✓ The conspirators were led by two men called Robert Catesby and Guy Fawkes	Think like a historian' Why do we have bonfire night? R1 What is the difference between Protestant and Catholic? R2 Who was the monarch at the time of Guy Fawkes? R2 Who was Guy Fawkes? R2 Why did he get involved in the Gunpowder Plot? R2	Order events of the life of Guy Fawkes Choose 5. Red - Know that life was not the same for both Protestant and Catholics Yellow - Explain why Catholics were unhappy. Green - Explain why Guy Fawkes got involved in the plot, referring to the events in his life.

ENQUIRY QUESTION: What happened during the Gunpowder Plot?

BIG IDEA - Cause and consequence: The Gunpowder Plot was seen as treason and the suspected conspirators were sentenced to death. Following this, the 5th of November was made a day of thanksgiving.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Order the events of the Gunpowder Plot. - Identify the consequences of the Gunpowder Plot. - Explain how it has impacted how we celebrate today.	✓ The Gunpowder Plot took place in 1605. ✓ The plotters rented a storage space that ran underneath the parliament building. ✓ The plotters filled the cellar with 36 barrels of explosive gunpowder which they planned to light. ✓ The plot was discovered when a letter from an unknown person warned a politician to stay at home because if he went to parliament he would be hurt. ✓ The king's men found Fawkes on 4th November 1605 in the middle of preparing the gunpowder in the cellar. ✓ Guy Fawkes was arrested and tortured on 5th November - the next day.	'Think like a historian' Why do you think the Gunpowder plot failed? R1 What was the gunpowder plot? R2 What were the consequences of the plot? R2 Why do we celebrate it today? Should it be celebrated? R2	Order the events of the gunpowder plot. Circle the consequence of the plot. Red - Order the events of the Gunpowder plot Yellow - Explain what happened during the plot and the immediate consequences. Green - Explain the impact it has had on today.

ENQUIRY QUESTION: What are sources and why are they useful?

BIG IDEA- Interpreting History: Primary sources are first hand experiences, objects of the time. Historians use these and secondary sources when creating a picture about what happened in the past.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Know that historians use primary sources to interpret the past. -Match statements to sources -Identify which images provide the best evidence.	✓ Historians find out about the past by interpreting primary sources. ✓ These can be pictures, letters, diary entries, newspapers or artefacts. ✓ We use sources to prove if things really happened a bit like a detective. ✓ Historians use a range of sources when creating a picture about what happened in the past which also include secondary sources. ✓ Secondary sources are information created by someone who did not experience the events or conditions first hand.	'Think like a historian' What could this tell historians? R1 How do we know what happened last year in this school ? How do historians know about events that happened a long time ago? How can we find out about the past? What do these sources tell us about Guy Fawkes and the Gunpowder Plot? R2/R3 Which of the images never actually happened? R2 Which three do you think have survived over 400 years? R2	Children match the interpretation and the image. Photo. Red - Match statement to the image. Yellow - Know that some images can be backed up by more than one statement Green - Identify which images provide the best evidence

ENQUIRY QUESTION: Do all accounts of history say the same thing?

BIG IDEA -Interpreting History: We have different accounts of history because historians interpret evidence in different ways. Historians also use different evidence which creates a different interpretations about what happened.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Know that history is based on interpretations. - Identify the differences in interpretations - Explain why historians have different accounts of the past	☒ History is a matter of interpretations. ☒ Historians can look at the same piece of evidence in different ways. ☒ Historians can use different pieces of evidence which leads to different accounts of the past. ☒	'Think like a historian' What do you see when you look at this? R1 What would you include if you were writing a history documentary about the Gunpowder Plot? R2 scaffolded/ R2 Does this video include what you thought it would? R3 0:57- 3:00 What does this show us about history?	Complete sheet with questions and review. Red -Know that history is based on interpretations Yellow- identify the differences in interpretations Green- Explain why historians have different accounts of the past.

ENQUIRY QUESTION: Why is the Gunpowder plot significant?

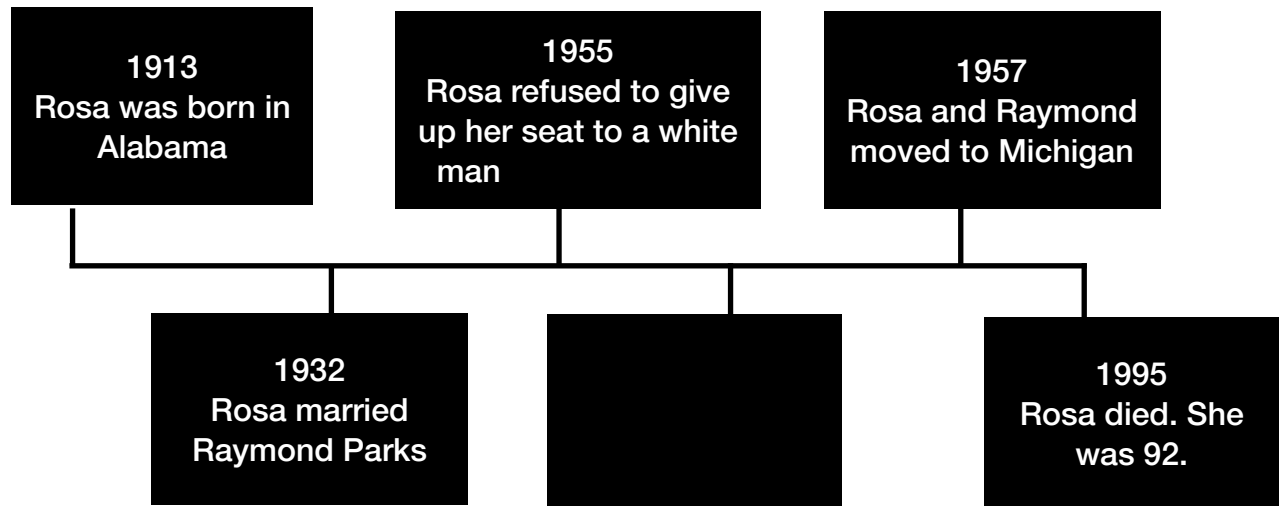
BIG IDEA - Significance: The Gunpowder Plot is significant because if it would have succeeded, much of the English political nation would have died. Protestantism would have been replaced by Catholicism. It is nationally commemorated due to the act in 1606, which made it a public holiday.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Know that an event is significant due to the memory created of it - Identify why the Gunpowder plot is significant - Know why it has been a celebrated day for so long.	☒ The Gunpowder Plot which took place in 1605 has now become a nationally commemorated event. ☒ Yearly, on the fifth of November, people celebrate bonfire night with fireworks and bonfires. ☒ The Gunpowder Plot is significant because if it was to have succeeded, it would have killed a lot of the English political nation, including royalty. ☒ It was also a plan that would have overthrown Protestantism in favour of Catholicism. ☒ It has remained significant for so many centuries, due to the act made in 1606, making this day a public holiday. ☒ However, the memory of it has lived on ignoring the negative aspects of the time.	'Think like a historian' What made the Great Fire of London a historically significant event? R1 Why was the GunPowder Plot significant? R2 Should it be celebrated so positively?	End of term quiz. Answer to end of term question. Red -Know that historians decide what is historically significant. Yellow- Know that the Gunpowder plot has been remembered in a particular way for so long Green- Understand when a memory is created it can ignore the bad aspects portraying only the positives.

Year 2 History Spring 1: Rosa Park

N.C. Expectations: The lives of significant individuals in the past who have contributed to national or international achievements and Changes within living memory.

Why was Rosa Parks so significant?



VOCAB	Definition	Widgit
significant	Something of great importance and worthy of attention	
discrimination	The unjust and prejudicial treatment of different categories of people	
segregation	Keeping a person or a group of people separate from others	
boycott	Not using something as a protest or punishment	
equality	Being equal especially in rights or opportunities	
protest	A statement or action against something	

Big Ideas

- ✓ Significant people are important people who have had an impact on society.
- ✓ Rosa Parks is **significant** in history, as she was one of many people who fought for equality.
- ✓ She was the catalyst for the Montgomery Bus Boycott and also inspired change in Britain.
- ✓ She is commemorated through memorials, which can be seen across America.
- ✓ Images help us to understand what segregation was like and newspapers can be used to understand people's views at the time.

Links to previous learning

- ✓ Ruby Bridges was a young girl in 1960, who was the first black child to attend an unsegregated school.
- ✓ Nelson Mandela fought for equal rights in South Africa and was the black president.
- ✓ Princess Diana demonstrated that everyone should have equality by walking across the land mines.

Videos & Additional Reading

- ✓ https://www.youtube.com/watch?v=kGisA_Q0wIc
- ✓ https://www.youtube.com/watch?v=9iQVMWGE3_s
- ✓ <https://www.youtube.com/watch?v=uSyzaXXKUaQ>

HISTORY Y2: Spring 1:Wk 1	ENQUIRY QUESTION: Who contributed to the change for equality?	BIG IDEA - CHRONOLOGY: Significant people can be identified across history including: Ruby Bridges, Nelson Mandela Princess Diana and Guy Fawkes.	
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Arrange significant people in history. - Match key word with definition - Write sentence with key word.	To know that Rosa Parks was one of many significant people who fought for equality. ✓ Some vocabulary relates specifically to its historical context. ✓ One word can make the meaning/context very clear: Using the best word conveys meaning in the best way, meaning you can use one correct word instead of many. ✓ Ruby Bridges was the first African- American girl to desegregate the all white primary school in Louisiana in 1960. ✓ Nelson Mandela became the first black president in South-America in 1994. ✓ Princess Diana walked across the land mines in Botswana 1997 to demonstrate equality needed. ✓ Rosa Parks was a significant person in America who changed people's lives. Rosa Parks refused to give up her seat (in 1955) when a white person wanted to sit down. At this time this was illegal and she was arrested. It was the start of the American Civil Rights Movement where black people fought for the same rights as white people.	‘Think like a historian’ What do we already know about Rosa Parks? What do these significant people have in common? Image (R1) Where does Rosa Parks fit on our timeline of significant people? Outcome 1 Why do we learn new vocabulary? What does it make you think of? When have we seen this before? What is the definition? Can you think of any synonyms? How would you use this word in a sentence? Match definition to word activity (R3)	Chronology Pupils order the significant people studied placing Rosa Parks within this. discuss how they all fought for justice. (R2) Key Vocabulary Stick meaning next to word. Red - Match key word and definition Yellow-Write sentence with key words Green-Explain what these significant people have in common.

HISTORY Y2: Spring 1:Wk 2	ENQUIRY QUESTION: How do we know Rosa Parks is significant?	BIG IDEA - SIGNIFICANCE: Memorials for Rosa Parks demonstrate her impact on society. However, these memorials have been erected more recently and do not reflect everyone's view at the time.	
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Make simple deductions from primary sources to explain why she is significant. - Use knowledge and primary sources to explain why she is significant - Know that she was not always seen as significant.	To know that Rosa Parks is important. ✓ Today, commemorative statues stand (or 'sit' we should say!) in her honour, to remind us of her remarkable achievements that should never be forgotten. ✓ Rosa received numerous awards for her strength, courage and her incredible work for civil rights – including the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal in 1999. ✓ Rosa Parks (Rosa Louise McCauley) born February 4, 1913 in Tuskegee, Alabama, RP was an African American civil rights activist ✓ Parks' childhood brought her early experiences of racism and discrimination. Her family were active against fighting for equality. ✓ In 1955, Parks refused to give up her seat on a bus to a white man. ✓ She protested against racism towards black people. ✓ Racism is when someone thinks you are not as good as them because the colour of your skin or race is different to theirs.	‘Think like a historian’ Why do you think Rosa Parks is remembered today? Contemporary images (R1) https://warrensculpture.com/project/rosa-parks-memorial/ Who was Rosa Parks? https://youtu.be/aCcSsjkQe9s Was she always seen as significant? https://www.loc.gov/classroom-materials/rosa-parks/	Use primary sources (photos of Rosa Parks)) to ask and answer questions. (R2 & R3) Infer what they tell us about why she was significant. Write sentences about each source. Red - To know Rosa Parks was important Yellow- Make simple deductions from primary sources to explain why she is significant. Green-Use sources to understand that she was not always perceived as significant.

HISTORY Y2: Spring 1:Wk 3	ENQUIRY QUESTION: What was America like for black people during this time?	BIG IDEA - INTERPRETING HISTORY: Primary sources demonstrate the inequality and segregation in America.	
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Match deductions with primary source - Make deductions from primary sources - Recognise the impact this would have had on black people.	To understand what segregation was like in America ✓ During the early to mid 1900s in America, there was a huge racial divide. Black people did not have equal rights to those of white people. ✓ Many facilities, areas and amenities were segregated and there were many things that were denied to black people. ✓ Segregation means separation. ✓ It was the law to segregate parks, restaurants, schools, public pools, hospitals etc. The marriage and cohabitation between Black and white people was also not allowed. ✓ Racial tension was more prevalent in the south and segregation was more strict. ✓ This led to anger and frustration and the start of the civil rights movement	‘Think like a historian’ What did America look like? Image (R1) What was segregated ? Image sources (R2 & R3) (Group activity) Was it the same everywhere in America? How do you think this made people feel? - the people who were segregated and the ones who weren't?	Use primary sources (R2 & R3) to ask and answer historical questions. Write a sentence for each picture to explain what it shows. Red -Match deductions with picture Yellow-Make deductions from primary sources. Green- Recognise the impact this would have had on black people.

HISTORY Y2: Spring 1:Wk 4	ENQUIRY QUESTION: Why do you think Rosa Parks refused to give up her seat?	BIG IDEA - CAUSE AND CONSEQUENCE: Cause: Rosa Parks was fed up of the mistreatment of black people and therefore refused to give up her seat. Consequence: She was arrested and lost her job, but her actions inspired leaders of the black community to organise the Montgomery Boycott.	
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- To know why Rosa Parks refused to give up her seat. - To explain the consequences of this action. - To explain why this would have inspired the Black community.	To understand why Rosa Parks refused to give up her seat and the consequences of this. ✓ Buses were segregated in southern America, which meant that white people sat at the front of the bus and Black people at the back. ✓ In 1955 Rosa Parks was on a busy bus - the white section at the front was full. A white man told her to get out of her seat so she could sit down, but she refused. ✓ She was arrested, sent to jail for a few hours and then lost her job. ✓ Her actions inspired the leaders of the local Black community to organise the Montgomery Bus Boycott	‘Think like a historian’ What was transport like in America? Image (R1) Where did white people/black people sit? Image (R2) What did Rosa Parks do? YouTube video. https://www.youtube.com/watch?v=9iQVMWGE3_s make clear to children that this is a dramatisation Why do you think she did this? Image (R3) What were the consequences of this? Image (R4)	Create a story board (4 pictures) to represent the key events that led to the Montgomery Bus Boycott. Red - Order the key events that led to the Montgomery bus Boycott Yellow- Explain the causes and consequences of this action Green- Explain why this would have inspired the black community.

HISTORY Y2: Spring 1:Wk 5	ENQUIRY QUESTION: Why was the Montgomery Bus Boycott significant?	BIG IDEA - CAUSE AND CONSEQUENCE: Cause: Rosa Park’s refusal to give up her seat sparked a civil rights protest. Effect: People gathered together and boycotted the buses. The bus company lost the majority of their money. Montgomery integrated its bus system.	
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know the causes of the Montgomery Bus Boycott - Know the consequences of the Bus Boycott - Explain why this happened	To understand the importance of the Montgomery bus boycott ✓ Montgomery is a place in Alabama, Southern America. ✓ It was a Civil Rights protest during which African-Americans refused to ride city buses to protest segregated seating. ✓ The boycott was sparked when Rosa Parks, an African-American woman, was arrested, sent to jail and lost her job for refusing to give up her seat for a white man because black passengers were required by law to sit at the back of the bus. ✓ The bus boycott was only supposed to last for one day. ✓ For one year, people walked to work. 40,000 people boycotted the bus for 381 days, causing the company to lose the majority of the custom and money intake until the supreme court changed the law. ✓ The US Supreme Court ultimately ordered Montgomery bus company to integrate its bus system.	‘Think like a historian’ What can we infer from these newspapers? (see R1 & R2) https://afro.com/white-man-took-seat/afro-archived-history-rosa-parks/ https://twitter.com/retronewsnow/status/1062405371724263424 What happened during the Montgomery Bus Boycott? https://www.youtube.com/watch?v=kGisA_Q0w1c Video/ sequence events. See a replica of the bus here: https://www.thehenryford.org/collections-and-research/digital-collections/artifact/316872#slide=gs-391149 What were the causes and the effects of the Montgomery Bus Boycott? image (R3)	Complete a cause an effect diagram for the Montgomery Bus Boycott (see R4) Red - Match Cause and effect Yellow- Consider causes and effects Green-Link the causes and effects to the significance of the Montgomery Bus Boycott.

HISTORY Y2: Spring 1:Wk 6	ENQUIRY QUESTION: Why is Rosa Parks significant?	BIG IDEA - SIGNIFICANCE: Rosa Parks was significant in sparking one of the biggest and most important Civil Rights Protests in history.	
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Explain that she was the catalyst of the Montgomery Bus Boycott - Understand how her bravery has influenced others - Understand her actions inspired action across the world.	To explain Rosa Park’s legacy ✓ Rosa received numerous awards for her strength, courage and her incredible work for civil rights – including the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal in 1999. ✓ Rosa died of natural causes on 24 October 2005 at the age of 92. But she continues to be recognised all over the world as a symbol of freedom and equality. ✓ She is remembered as an ordinary women who took a stand to help black people in America to be treated the same. ✓ Rosa inspired people of the future even in England. She inspired the 1960s Bristol bus boycott.	‘Think like a historian’ What does this tell us about Rosa's impact? image R1 What do these awards tell us ? sources (R2 & R3) Why do you think she is significant and what impact has she had on the world today? https://www.youtube.com/watch?v=uSyzaXXKUaQ https://www.natgeokids.com/uk/discover/history/general-history/rosa-parks/	Knowledge assessment: Complete multiple choice quiz on the core knowledge for the term. (R4) 'Thinking Like a Historian' Assessment: Create a fact file about Rosa Parks including her legacy and why she is significant Red - Explain she was the catalyst of the Montgomery Bus Boycott Yellow - Understand how her bravery is inspirational to others. Green -Explain how she inspired action across the world. eg. Bristol Boycott.

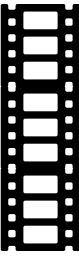
Year 2 History SPRING 2: Amy Johnson

N.C. Expectations: The lives of significant individuals in the past who have contributed to national or international achievements and Changes within living memory.

Key Enquiry Question

Why is Amy Johnson significant and how do we know?

VOCAB	Definition	Widgit
pilot	A person who flies a plan	 Pilot
engineer	A person who builds, tests, designs and improves aircrafts	 engineer
sources	Something that tells us about the past and history	 sources
interpretation	Explaining the meaning of something	 interpretation
aviation	The flying of an aeroplane	 aviation
record	To show the measurement of something	 record

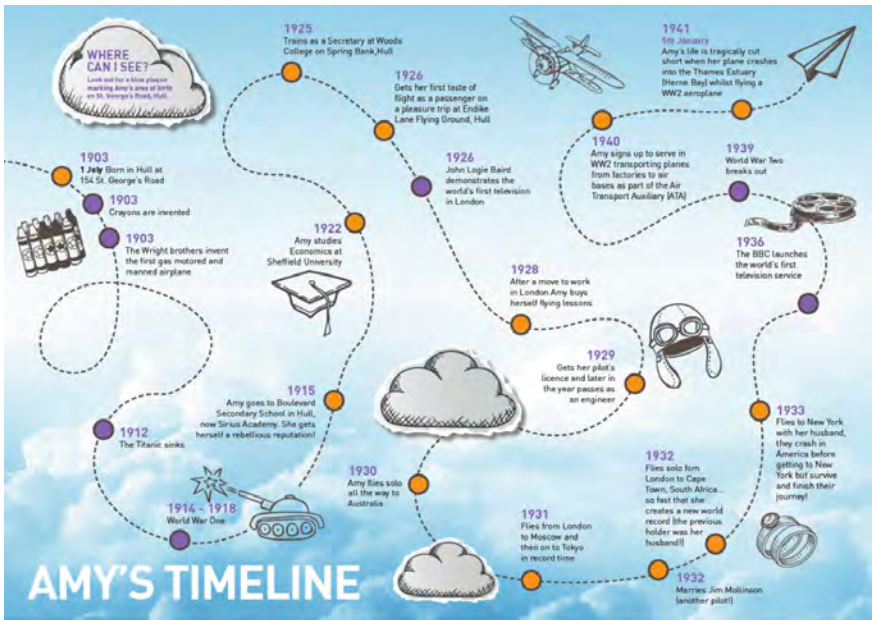


Videos & Additional Reading

- <https://class2-blog.brandesburton.e-riding.sch.uk/2021/02/22/23-02-21-home-learning/>
- https://kids.kiddle.co/Amy_Johnson
- <https://youtu.be/RsNAiKRVtrU>
- <https://www.funkidslive.com/learn/homeschool/aviation-mission/mission-4-who-was-amy-johnson/>

Links to previous learning

- ☒ In Y1 and in Y2 we have learnt about different significant people who have changed the world.
- ☒ Remember Florence Nightingale, Mary Secole, Nelson Mandela, Ruby Bridges, Rosa Parks and Princess Diana



Big Ideas

- ☒ Amy Johnson is significant because she was the the first female pilot to fly to Australia; this impacted society and changed peoples' ideas of what women were able to do.
- ☒ She was renowned due to the media attention she received, awards and payments, and even memorials across America to commemorate her life.
- ☒ Like all people, she faced both hardships and set backs.
- ☒ The cause of her death is unknown, but there has been much speculation. Not all historical events have a definite answer Amy Johnson is significant because she was the the first female pilot to fly to Australia; this impacted society and changed peoples' ideas of what women were able to do.
- ☒ She was renowned due to the media attention she received, awards and payments, and even memorials across America to commemorate her life.

ENQUIRY QUESTION:
Who contributed to changes in history?

BIG IDEA - CHRONOLOGY: Significant people can be identified across history including: Nelson Mandela and Rosa Parkes.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know when Amy Johnson was alive ☒ Know when Amy Johnson were alive. ☒ Place Amy Johnson on a timeline. ☒ Recognise key vocabulary relating to Amy Johnson	☒ Some vocabulary relates specifically to its historical context. One specific word can make the meaning/ context very clear. ☒ Using the best word conveys meaning in the best way, meaning you can use one correct word instead of many. ☒ See vocabulary and definitions in Knowledge Organiser. ☒ Amy Johnson was a female pilot and engineer; she was the first female to fly to Australia ☒ Chronology: Amy Johnson was born in 1903 which was before Nelson Mandela and Rosa Parks	• ‘Think like a historian’ Why are these people significant? (R1) Nelson Mandela, Rosa Parks, Princess Diana Why do you think Amy Johnson was famous? (R2) Powerpoint Where do you think Amy Johnson fits into the history we have studied? (R1) Order pictures of people they have studied Why do we learn new vocabulary? What does it make you think of? When have we seen this before? What is the definition? Can you think of any synonyms? How would you use this word in a sentence?	Chronology order the significant people studied Key Vocabulary Match word and meaning for the 3 words highlighted in yellow. Red - Know Amy Johnson was alive before Nelson Mandela and Rosa Parks Yellow - Order significant people on timeline Green - Make links between significant people and what they have in common

ENQUIRY QUESTION:
How did Amy become the first woman to fly to Australia?

BIG IDEA - CHRONOLOGY: A range of events led to Amy achieving her dreams.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To recognise key parts of Amy Johnson's life and order them ☒ Recall key events of Amy Johnson's life. ☒ Understand the events which meant Amy became a pilot. ☒ Understand how Amy's character inspired her to become a pilot.	☒ Amy Johnson was born in Hull in 1903. Her father ran a fish shop. She had 2 sisters ☒ She loved looking up in the sky at very early planes that passed over head. ☒ She was clever; studied hard and went to university ☒ She took an office job, but soon became bored. ☒ She moved to London; went to an airfield and saw planes up close. She asked to join the flying club in Croydon airfield. She learned how the engines worked and quickly was able to fly herself. ☒ She was given money by her Dad to buy her own plane and called it Jason. After flying one journey in UK, she wanted to fly to Australia, on her own. ☒ In May 1930, she flew to Australia in 19 days. She didn't break the record but was the first women ever to fly solo to Australia.	• ‘Think like a historian’ R1 What did Amy Johnson do? How can we tell? What was different about Amy for her time? R1 (Photograph of Amy- notice all men in the background she was the only women.) How did Amy develop a love for flying? R2 How were planes different when Amy flew to Australia? Why did it take such a long time? R3 What can we tell about Amy's character? R4	Order key events of Amy's life and annotate with the event Red - Know when Amy was alive and what she did. Yellow - order key events and recognise the significance of some event's to Amy's life. Green - Use sources to gain an understanding of Amy's life and character.

ENQUIRY QUESTION:**Why was flying to Australia so difficult for Amy?****BIG IDEA - SIGNIFICANCE:** Amy faced many challenges of the time when she completed her flight to Australia. This made her achievement even more significant.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand the challenges Amy would have faced ☒ Know that technology at the time of Amy's flight was very different. ☒ Explain the challenges Amy faced. ☒ Make links between Amy's experiences and the technology for why the journey took so long.	☒ Amy Johnson gained her pilot's license in 1928 and joined the London Aeroplane club in Croydon. ☒ She was determined to break records other pilots had set for flying long distances. Amy decided to try and break the record for flying from London to Australia. ☒ Amy Brough a DH Gypsy Moth Plane for her record breaking journey and named it 'Jason' ☒ Amy set off on the 5th May 1930 from London, England to Darwin Australia hoping to break the record of 16 days but the journey took her 19 days to complete. ☒ Amy faced many challenges: Navigation systems were not available so Amy had to use maps, she had to convince people she could do it on her own.	• 'Think like a historian' How are planes different now and when Amy was flying? R1 Which route did Amy take to fly to Australia? R2 (map of route) Which countries did Amy travel through? And how long did it take? R3 Powerpoint Countries travelled through Why was it so hard for Amy to fly to Australia? R4 Diamond four activity (find the red herring 'she couldn't read a map' and then order them)	Stick in picture of Amy's plane and write bullet points underneath about her journey Red - Understand the different challenges Amy faced during her flight. Yellow - Know that planes and navigation equipment was very different during this period. Green - Make links between Amy's experiences and the technology for why the journey took so long.

ENQUIRY QUESTION:**How did people react to Amy at the time and how do we know?****BIG IDEA - INTERPRETATION:** A range of primary sources can be used for us to gain an understanding of a significant person. We know people were excited about her achievement due to newspaper articles, photos, badges and cheques.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand that primary sources give us information about how people were viewed ☒ Know what a primary source is. ☒ Know that different primary sources give us a range of information about the past. ☒ Make inferences about the past.	☒ Sources can be used to tell us about the past. ☒ We know that people were amazed by Amy's achievement due to a range of sources including media, newspapers, cheques and awards.	'Think like a historian' How did people react to Amy's arrival? What adjectives can you think of to describe her? (R1 Slide 3-5) What do the sources tell us? (R2 slide 4-11) R3	Photo lesson - children looking at the primary sources and matching the interpretation to the source. Red - Know that sources give us information about significant people and how they were viewed. Yellow - Know that sources tell us different things about the past. Green - Make inferences about the past based on primary sources/ match to interpretations.

ENQUIRY QUESTION:**How did things change for Amy after her famous flight?****BIG IDEA - SIGNIFICANCE:** It is important to understand that significant people also face hardships and difficulties.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand the impact of Amy flying to Australia ☒ Know Amy had both positive and negative experiences. ☒ Recall some key experiences in her life. ☒ Explain how her experiences and feelings changed overtime due to a range of events.	☒ Significant people are people who go through both positive and negative experiences. ☒ Sources sometimes only paint a picture of one moment in their life. ☒ 1932 - She flew to South America in record time ☒ 1933 - She flew across the Atlantic ☒ 1934 - She tried to fly to India but failed because of engine problems. ☒ 1937- Another female flyer Amelia Earhart disappeared ☒ News of this disappearance made Amy sad so she didn't fly for two years. ☒ 1941 - Amy disappeared when flying.	• 'Think like a historian' How did Amy feel when she had completed her first flight? (R1) Do you think she always felt this way? Can you put the events of her life in chronological order? R2 How did her feelings change throughout her life? R3, R4	Photo lesson - Children make line graph to show how Amy felt at different points in her life. Red - Know Amy had both positive and negative experiences. Yellow - Recall some key experiences in her life. Green - Explain how her experiences and feelings changed overtime due to a range of events.

ENQUIRY QUESTION:**How can we solve the mystery of what happened to Amy?****BIG IDEA - INTERPRETING HISTORY:** One piece of evidence can lead to various interpretations.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand that history is continuously changing based on evidence ☒ Know that some historical events do not have a definite answer. ☒ Know some reasons for her death. ☒ Draw links between reasons using the evidence.	☒ On January 4th 1941 Amy died. ☒ Amy set off from Prestwick to Kidlington; stopped at Blackpool because of bad weather then recommenced her journey. ☒ Different theories have been given, explaining the cause of the death of aviator - Amy Johnson. ☒ Theories include: bad weather; problems with the plane's engine, which wasn't working properly. ☒ Recently people think that rescuers couldn't get there in time. Some think she may have been on a secret mission ☒ As it was wartime, she may have been shot down by some one who thought her plane was a German bomber trying to attack London.	'Think like a historian' What do you think was the Cause of Amy Johnson's death? Slide 2 What does this source tell us? Slide 3 Is that the end of the story? Slide 4 What do the interpretations say? Can any of the interpretations be linked ? Slide 5 - 10	Order interpretations in books. Write which interpretation they believe is most likely. Assessment quiz Red - Pupils can speculate reasons for her death Yellow - Understand broader context of Second world war Green - Draw links between reasons and use provisional language E.g most probably, most likely, we're not sure but I think..

Year 2 History Summer 1: The History of Flight

N.C. Expectations events beyond living memory that are significant nationally or globally

Key Enquiry Question

Why were the Wright Brothers significant to the changes in flight?

VOCAB	Definition	Widgit
significance	Something of great importance	
astronaut	A person who has flown in outer	
aircraft	a vehicle or machine that flies	
Aeronautical	Science relating to aircraft or space	
inspired	To stimulate or influence someone	
transport	Act of carrying someone or something from one place to another	

Big Ideas

- ✓ The Wright Brothers were significant to the development of flight they were the first people to successfully build an aircraft which could fly.
- ✓ They went on to inspire future people e.g the astronauts who flew to the moon and Amy Johnson.
- ✓ Without these inspiring engineers the aeronautical industry would look very different today.



DECEMBER 17
**WRIGHT BROTHERS
DAY**

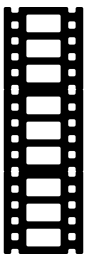
Links to previous learning

- ✓ Previously we have studied Amy Johnson who was a significant person because she was the first British woman to fly to Australia.
- ✓ In Y1 we studied underground transport and how this evolved over time through improved engineering and changes.



Videos & Additional Reading

- ✓ <https://www.grc.nasa.gov/www/k-12/UEET/StudentSite/historyofflight.html>
- ✓ <https://www.britannica.com/technology/history-of-flight>
- ✓



ENQUIRY QUESTION:
How has areonautical transport changed?

BIG IDEA - Chronology: *aeronautical transport has changed and improved overtime from the early drawings on Di Vinci to space travel to the moon.*

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Match key vocabulary to its meaning. - Place modes of aeronautical transport in chronological order - Make connections with periods of history I have studied	✓ Some vocabulary relates specifically to its historical context. ✓ One specific word can make the meaning/context very clear. ✓ Transport has changed over time. In the past people did not have leave the country often and if they did it was by boat. ✓ This began to change as aeronautical transport was invented and improved over time. ✓ Leonardo DiVinci DaVinci (1490) was an artist who studied the flight of birds. He realised humans were too heavy and not strong enough so sketched a design of wings and pulleys. ✓ DiVinci inspired the Wright Brothers (1903)who invented the first plane, which then was improved. ✓ Amy Johnson's first solo flight to Australia was in 1930 ✓ Nowadays people fly to many countries and even go to the moon (1969)	• Introduce key question for the term • What is transport? • 'Think like a historian' Has air transport always been the same? R1 Can you place the aeronautical transportation in chronological order? R2 - outcome What do these words mean? What actions can you think of? R3 - outcome	Make actions for key vocabulary and think of synonyms/ match with definitions. Order 4 modes of transport Red -Know that areonautical transportation has not always been the same Yellow-Place transport in chronological order Green- Order transport in chronological order and use terms that show the passing of time and recall key date.

ENQUIRY QUESTION: Why are the Wright Brothers significant?

BIG IDEA - SIGNIFICANCE: *the Wright Brothers were significant because they were the first people to successfully build a plane and fly it in the world.*

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Understand how DiVinci inspired the Wright Brothers. Order the key events of the Wright brothers' lives Understand why the Wright Brothers were significant.	✓ DaVinci was an artist who studied the flight of birds. He realised humans were too heavy and not strong enough so sketched a design of wings and pulleys ✓ As an artist who studied birds and how they flew, in 1485 he designed the Ornithopter (a machine that flies by flapping 'wings') after doing the first real studies of possible human flight. Etymology: ancient Greek <i>ornis</i>= bird, <i>pter</i>= wings) ✓ Many inventors were inspired by Da Vinci's <i>Ornithopter</i>. In 1899, Wilbur Wright started research into flight. The brothers studied gliders and engineering. ✓ Wilbur was the visionary, and Orville was the engineer. He made the engine based off a bicycle. ✓ Four years later, The Wrights were ready to test an aircraft powered by an engine and propellor. In 1903, the Flyer lifted off into the air and flew for 12 seconds. It was 36 meters high.	Think like a historian' Does this plane look like our planes today? TLH R1 What is this drawing? Why is it significant? R2 How does this link to Leonardo DiVinci? R3 Who were the Wright Brothers? How were they significant? R4 At what point did they become famous? R5	Order the events chronologically that led to the Wright Brother successful 30 minute flight (Use R5 to create pictures) Red - Know some key events in the Wright Brothers life Yellow- order the key events that led to the Wright Brother's success Green- Identify the most significant events in the Wright Brother's life

ENQUIRY QUESTION:**How did flight change as a result of the Wright Brother's work?****BIG IDEA - Continuity and change: After the Wright Brother's success, many important changes were made to aeronautical transportation**

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Understand how planes have changed	☒ 1903 The Wright brother's flyer is created ☒ 1909 Bleriot manages to fly across the English Channel ☒ 1920 Bi planes are made out of metal instead of wood ☒ 1930 Amy Johnson was the first women to complete a solo flight to Australia	'Think like a historian' Have planes always stayed the same? R1 (just the pictures of plans)	Order the events as a class and discuss the significance then in books choose 4 events and write why they are significant e.g Metal planes are stronger and longer lasting than wooden ones.
Order key changes chronologically	☒ 1940 First jet powered planes are invented and used. ☒ 1970 Faster planes are created like concord ☒ 2017 Unmanned planes are created from the ground	What key changes happened to planes? R1/2 (as a table match the captions to pictures)	Red - Know that planes have developed over time
Explain why different changes are significant		Can we order these changes in chronological order? R1/2 as a class Why do you think these changes were significant? R3	Yellow- identify the changes which took place Green- explain why events are significant to history and why

ENQUIRY QUESTION: Has man ever been to the moon and how can we know for sure?**BIG IDEA- Interpreting History: Sources have provided us with evidence about the first moon landing.**

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Use chronology place the moon landing in the history of flight	☒ The first moon landing took place 50 years ago 20th July 1969 ☒ 3 men from America went in a rocket up to the moon and took the first ever steps on the moon in history ☒ There names were Neil Armstrong, Edwin 'Buzz' Adlrin and Michael Collins	'Think like a historian' What historical event is this showing? R1 (Slide 1 only Revel a part of the picture at a time) Video of moon landing	Select 4 images and children annotate what this sources tells us
Discuss what sources tell us about the past	☒ Michael Collins did not step foot on the moon as he was flying the plane. ☒ When they landed on the moon they completed experiments there. ☒ The American flag was put on the moon's surface. ☒ People all over the world read about the moon landing.	Where does this significant event fit within the changes to flight? R1 (slides 9-15)	Red - Know what the moon landing was and fit it into my chronological understanding of flight
Use a variety of sources to tell us about the past.		How do we know that man went to the moon? R1 (Slides 3-8) What do sources tell us? R2 and R1	Yellow- match sources with explanations Green- know that we use a range of evidence to tell us about the past.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment

ENQUIRY QUESTION: Why were the Wright Brother significant to the history flight?

BIG IDEA - Significance: The Wright Brother were the catalyst to huge aeronautical changes. They were the first people to successfully fly and went on to inspire people including Neil Armstrong who flew to the moon.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that aeronautical transport has changed. Understand how the Wright Brothers inspired change Explain ways that the aeronautical industry has changed and why.	✓ The aeronautical transport industry has changed and evolved hugely over a short period of time. ✓ In the last 150 years humans have evolved from not being able to fly, to flying for a few minutes and finally landing on the moon. ✓ All of the achievements following the Wright Brother were in many was inspired by their success. ✓ The Wright Brothers were themselves inspired by Leonardo DiVinci, which led to the development of flight	Has transport always been the same? R1 Who inspired change? R2 What were these changes? R3 Apollo 11 reflector helmet	End of unit quiz Write a paragraph to answer the key question Red -Know the aeronautical industry has changed Yellow- Describe the changes Green - Explain how aeronautical industry has changed chronologically with reference to those who made these changes.

Year 2 History Summer 2: Games through time

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

Key Enquiry Question

Have games always been the same?



Links to previous learning

- ✓ In Year 1, I looked at how toys have changed from the Victorian Era to now.
- ✓ Last term, I learnt about the aeronautical changes that have taken place.

Big Ideas

- ✓ Games have evolved throughout history.
- ✓ During the Victorian Era Rich and poor people would play different games, due to the amount of money they had.
- ✓ Board games have evolved over time with the use of different materials and styles.
- ✓ As technology has developed, so has the types of games.
- ✓ Most children today play electronic games more than board games.

Videos & Additional Reading

- ✓ <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z3dbg82>
- ✓ <https://www.thevictorianemporium.com/publications/history/article/what-were-victorian-games>
- ✓ https://downloads.bbc.co.uk/history/handsonhistory/victorians_games.pdf
- ✓ <https://medium.com/@peterattia/the-full-history-of-board-games-5e622811ce89>

ENQUIRY QUESTION: How can I describe when events happened in the past?

BIG IDEA - Chronology: words such as *old, new, past, present* older and newer helps to describe when things happen. Dates and periods of time can also describe when things happened.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Use words relating to the passing of time and time specific vocabulary -Order events and people chronologically -Use time specific vocabulary	✓ We use the word past to describe things that happened before now or to describe things or people who are longer here. ✓ We use the word present to describe things or people that are here now. ✓ We use the word old to describe things that belonged to the past. ✓ We use the word new to describe things that have been discovered recently and are here today. ✓ Some games are older and newer than others. ✓ We can use dates and periods of time to describe when someone or something was.	• Think like a historian' Are they from the past or present? - R1 Is this old or new? Is this older or newer? - R2 What dates/word can we use to describe when this was? - R3 What vocabulary will I need in this unit? - R4	Make actions for key vocabulary and think of synonyms/ match with definitions. Place the events and people in chronological order in book and add dates if can! Red- Use some time language e.g old and new Yellow- Use a range of time language to describe events/people Green- relate appropriate dates to different people/events

ENQUIRY QUESTION: What were games like in the Victorian era? Were they the same games for everyone?

BIG IDEA -similarity and difference: games were not the same for everyone during the Victorian era there was a difference between the games of poor and rich children.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Name some Victorian games - Describe the games rich children played - Recognise the difference between games played by the rich and poor.	✓ Many outdoor games were named and established in the Victorian era in England. ✓ Children only had a few toys to play with e.g. hoops, marbles and skipping ropes, so they mostly played with friends in the street, or in the school playground. (It was safe to play on the streets as there were no cars). ✓ Poor children had to play outdoors as they had no indoor space. They played chasing games such as Tag, Blind Man's Bluff, hopscotch, squeak piggy squeak, and catch with balls. If they didn't have a proper ball, they made one from old rags or pieces of wood. ✓ Marbles were a popular Victorian Toy. You could play many games with marbles. Poor children usually had marbles made of clay while the rich kids might have marbles made from real marble. Here is one to try with friends. ✓ Many families played soccer, badminton, battledore and shuttlecock. Poor children kicked around a blown-up pig's bladder. Families indoor played board games like Snakes and Ladders, Ludo and Draughts, and also card games.	• Think like a historian' What were these used for? - R1 What were the different games played in the Victorian era? - R2 Did all Victorians play in the same way? - R3	Write a sentence next to the image of a marble describing what it is and how it was different for rich and poor people. Red- Know that Victorians had different games from today Yellow- explain the differences between rich and poor Victorian games Green- recognise why rich and poor Victorian games were different

ENQUIRY QUESTION: What were board games like in the time of my grandparents and how have they changed?

BIG IDEA - Continuity and change: Even though games have evolved throughout history, which include moving from flat boards to a range of different models, we still play similar games which were invented in the time of our grandparents.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Order the games from old to new -Compare games across periods of time -Include specific details in answer	✓ Games were very different before computers in the 1980s. The first games were board games in ancient times. ✓ The oldest known board games are Draughts (1400BC), Snakes and Ladders (13th Century), Chess - originated in India (8th century) and Ludo (19th Century). ✓ Most board games developed in C20th which include the most popular: Monopoly, Scrabble and Cludo (1948). ✓ Many modern games include extra bits usually made from plastic and they do not always have a board. E.g Hungry Hippos, Pop-up Pirates, Guess Who, Mouse Trap, Marble Run, Buckaroo, Jenga, What am I? Etc. ✓ Games have evolved through history, starting with basic board games in the 1950s/1960s which were flat with cards, to the 1970s where they became themed around comics etc, in the 1980s they progressed from flat board games to more 3D games, then games such as buckaroo which had moving parts in 2000s, finally to today where games do not even have a board.	• Think like a historian' How do I know about games at the time of my grandparents? What does this tell me about games played during this period? R1 What were the games like in the 1960s and 1970s? How do I know? R2 only watch a few clips How have games changed? R3 Can you order the games chronologically? R3 class task What has stayed the Same what has changed? R4	Children order 4 board games to present. Write sentences describing what has stayed the same and what has changed between games then and now Red- Order the games old to new Yellow- Children can describe changes across periods and identify things that have stayed the same. Green- Children offer period detail in their answer.

HISTORY Y2 Summer 1: Week 4

ENQUIRY QUESTION: What was Monopoly like then and now?

BIG IDEA- Interpreting History: Photographs and objects from the period can allow us to see how games like Monopoly has evolved overtime. Key changes include the number of languages the game has been translated into and the types of pieces used to match society.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Place versions of Monopoly in chronological order -Identify changes across periods and parts of the game that has stayed the same -Include period detail in answer	✓ In 1903, Lizzy Magie patented the board game that we now know as Monopoly – but never gets the credit. ✓ A business man, Charles Darrow, got the credit. He introduced it to his friends, changed the rules and called it 'The Monopoly Game'. It was one of the first big board games manufactured in 1936 by Parker Brothers. ✓ The game has now been published in 27 languages. More than 200 million copies have been produced. ✓ There are many versions over time including: Junior Monopoly, Monopoly in different geographical locations, a Star Wars, Millennium and English Heritage version.	• Think like a historian' What can we tell about Monopoly from this picture? R1 Can you put the versions of monopoly in chronological order? R2 What has Changed? What has stayed the same? R2 - Mini task	Mini task- Children look at images on table and identify changes Write how Monopoly has changed/ evolved Red- Put the games of Monopoly in chronological order. Yellow- Children can describe changes across periods and identify things that have stayed the same. Green- Children offer period detail in their answer.

ENQUIRY QUESTION: What are games like now and why have they changed?

BIG IDEA - CONTINUITY AND CHANGE: Games have changed and evolved over time. Nowadays games can be digital and these have improved or evolved as technology has changed.

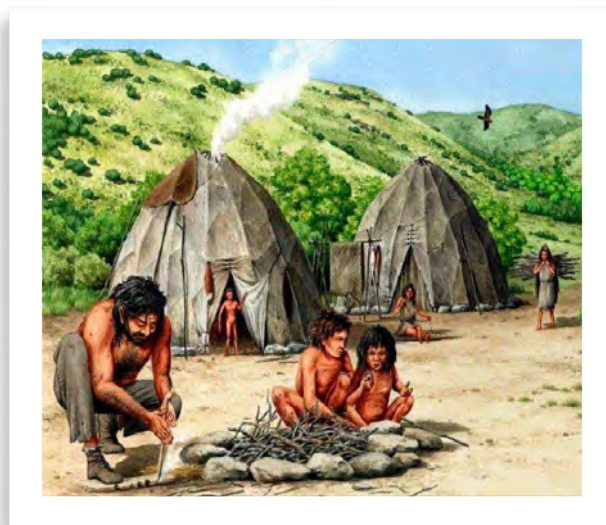
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Order the digital games chronologically -Identify changes across periods and parts of games that have stayed the same -Include period detail in answer	✓ The first video games console was made in 1972, but consoles did not become popular until the 1980 with the introduction of Nintendo's Game Boy (1989) which was the first handheld console with Tetris and Mario. ✓ In 1991 Sega introduced Sonic the Hedgehog; from then on children played more digital games than boardgames ✓ In 1994 Tetris was the first mobile phone game and in 1997 Nokia designed 'Snakes'. ✓ The first Sony Playstation to plug into your TV was made in 1995; X-Box in 2001. ✓ In 2006 the Nintendo Wii introduced a different type of interactive video game e.g. dance, tennis, bowling. ✓ In 2009 mobile games were created on apps to buy from the online shop AppStore e.g. Angry Birds (2010) and Minecraft (2011) and Candy Crush (2012). ✓ 2017 Nintendo created the Switch which is a handheld games console.	• 'Think like a historian' What game is the odd one out? Why? - R1 What do we know about these digital toys? - R2 Can you place them in chronological order?	Order digital games describing the changes - Photo lesson. Red - Order the digital games chronologically Yellow - Children can describe changes across periods and identify things that have stayed the same. Green - Children offer period detail in their answer

ENQUIRY QUESTION: Have games always been the same?

BIG IDEA -CONTINUITY AND CHANGE: Games have changed and evolved over time. Nowadays games can be digital and these have improved or evolved as technology has changed.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Describe changes between a period then and now -Describe changes over two periods and now -Use specific detail when explaining changes	✓ Games are continuously changing and evolving. ✓ Games take many different forms from playground games to board games to digital games. ✓ Some games are still around today although they may look slightly different. ✓ Not everyone had the same games in the past. Some were too expensive so cheap alternatives had to be made or created so that people could play the games. ✓ Digital games (although more modern) have changed and improved. ✓ The biggest impact on the changing of games is due to the technology available.	Have games always been the same?	Assessment quiz and answer assessment question. Red -Describe changes between a period then and now Yellow -Describe changes over two periods and now Green - Use specific detail when explaining changes

Curriculum: Year 3 Teacher Expert Files



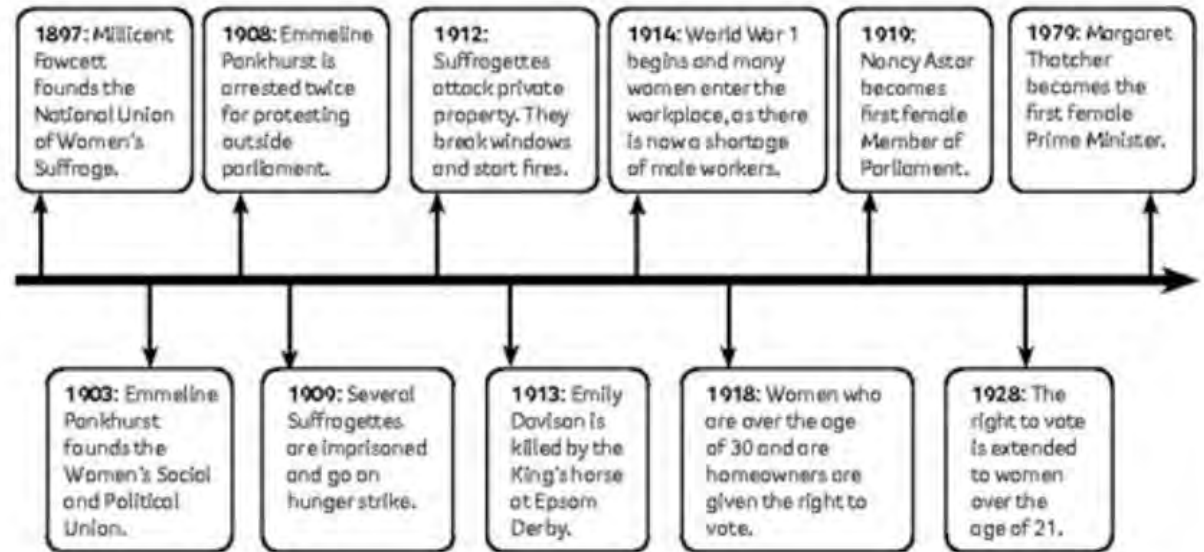
Year 3 History Autumn 1: Emmeline Pankhurst and the suffragettes

N.C. Expectations a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

How important was Emmeline Pankhurst in achieving the vote? How do we know?

Suffragette Timeline



Links to previous learning

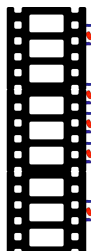
- ✓ Previously we have studied significant people including Nelson Mandela and Rosa Parks who fought for the rights of people and equality.
- ✓ We have begun to look at the Victorian's lives through their games and toys which has helped to understand how life has changed.
- ✓ We have looked at impactful women including Princess Diana, Florence Nightingale and Mary Seacole

Big Ideas

- ✓ Historians use sources to form interpretations of history. Different sources give us different information to help historians form impressions of periods.
- ✓ During the Victorian era men and women had different rights and lived different lifestyles. Some women believed getting the right to vote would reduce this inequality.
- ✓ Emmeline Pankhurst played an important role in the achievements of the suffragettes although she did not act alone and many women contributed to the women's right to vote.
- ✓ Although the suffragettes efforts impacted the right for women to vote it was not the only cause other factors such as World War I also contributed.

VOCAB	Definition	Widgit
BC	Before Christ- events which happened before the birth of Jesus	BC BC
chronology	The order of events based on the time in which they happened	 chronology
campaign	an organised action to achieve a goal	 campaign
suffrage	The right to vote	 suffrage
AD	Anno Domini- events which happened after the death of Jesus Christ	AD AD
sources	Information about a period of history	 sources

Videos & Additional Reading



- ✓ <https://www.nationalarchives.gov.uk/education/resources/suffragettes-on-file/>
- ✓ <https://www.youtube.com/watch?v=n38NkE-Dd6E>
- ✓ <https://www.youtube.com/watch?v=FUP-pGcmb4s>
- ✓ <https://www.imagininghistory.co.uk/post/suffragettes-an-introduction-for-ks2>
- ✓ <https://www.suffrageresources.org.uk/activity/3209/whats-the-story-of-the-womens-suffrage-campaign>

ENQUIRY QUESTION:
How can we order periods of time?

BIG IDEA Chronology: BC and AD are key markers on a historical timeline and are the basis on which our timeline is built.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know the terms BC and AD - Define BC/ AD - Describe which period of time is older - Group events into BC and AD.	✓ A timeline is a way of organising the chronology of things that have happened in the past, mainly left to right. ✓ Timelines can be split into BC (Before Christ) and AD (Anno Domini) ✓ In BC the numbers start at 0 and move left (the numbers get larger). This period of history happened a long time ago. ✓ AD (Anno Domini), translates as 'in the year of the master'. It is after the birth of Christ (0) and the numbers move right along the timeline. The higher the AD year, the more recent it has happened. ✓ Chronology is the study of time - putting things in order of when they happened. Starting with the oldest and ending with the newest.	• Think like a historian' Did all these things happen at the same time? How do you know? - R1 What is a timeline used for ? - R2 What does BC stand for on this time? What does AD stand for? - R3 What is older/ longer ago BC or AD? - R3 Which events are BC/ Which events are BC which side of the timeline would they go on? - R4 Which group of events are older?	Mini task Group/class timeline placing events in the right place and explaining why. (Photo) Match key vocabulary to definition Red - Define BC/AD Yellow - Group events into BC and AD Green - Use dates to suggest which events are older than others.

HISTORYY3 Autumn 1 Week 2

ENQUIRY QUESTION:
What was life like for women in the past? How do we know?

BIG IDEA: SIMILARITY AND DIFFERENCE: During the Victorian era life was very different for men and women. Women were expected to marry and have children. They did not have the same rights as men they could not have certain jobs, own property or vote.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know what life was like for women in the past - Use sources from the past - Know that life was different for men and women - Use evidence to understand what life was like.	✓ A key historic skill is to use sources to work out what life was like. ✓ A primary source is a source of information that was created at the time of study. ✓ A secondary source is created by someone who did not experience first-hand or participate in the event of study. ✓ In Victorian time, women did not have the same rights as men. ✓ Women were expected to stay at home and girls were educated at home (if wealthy). ✓ Women were expected to marry and take part in their husbands interest and business. If they worked, they were only allowed to be domestic servants, work in textile or clothing factories, teachers, or writers. ✓ Women wanted to be able to vote so that they could improve their treatment by men.	• Think like a historian' What does this source tell us about life for women in the past? - R1 (Board game from the Victorian era where the aim is to get married) What were women's rights? - R2 What were the expectations of women? - R3 and R4 Why did women want the vote? - R5 What did suffrage mean? - R6	Label the different sources R7 and explain what it means and what it tells us about women in the past. Red - Know that life for women was different in the past Yellow - Use sources to understand how life was different in the past Green - make comparisons between men and women's lives in the past.

ENQUIRY QUESTION: What was life like for suffragettes? How do we know?

BIG IDEA: INTERPRETING HISTORY- We can use sources from the past to help us understand what life was like for the suffragettes. historians use a range of sources to understand what life was like.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Use sources to understand what life was like for the suffragettes -ask historical questions about sources - Know that sources show different information - Use a range of sources together	✓ Suffrage means being allowed to vote. ✓ Women couldn't vote; couldn't inherit property; serve on a jury; spend their own money in pubs; become an accountant or lawyer; have equal pay; sit in the House of Lords. ✓ National Union of Women's Suffrage Societies (NUWSS) was the first organisation campaigning for women's suffrage. It was led by Millicent Fawcett who believed in a peaceful protest but she achieved nothing. ✓ The Women's Social and Political Union (WSPU) was led by Emmeline Pankhurst and campaigned for women's suffrage in the UK between 1903 and 1917. ✓ The WSPU consisted of militant and violent protests, marches and demonstrations. They broke the law - broke windows in prominent buildings, invaded parliamentary meetings, set fire to post boxes etc. Suffragettes used extreme measures to bring attention to their cause. ✓ Emily Wilder Dickinson threw herself under the King's horse at the Derby. ✓ Many suffragettes went to prison including Emmeline Pankhurst. ✓ Conditions in prison were so harsh the women went on a hunger strike causing public sympathy towards the suffragettes. ✓ Some of these tactics are still used today - extinction rebellion April 2019	• Think like a historian' What are these women doing? How do you know? R1 Who were the suffragettes? What were they trying to achieve? R2 Who was involved with the Suffragette? What were the protests like? R3 How did the suffragettes campaign for votes for women? R4	Use sources R4 to complete the claims and evidence table R5 Red - understand what a historical source is Yellow - use sources to find out about the past Green - recognise that different sources give us different information

HISTORYY3 Autumn 1: Week 4

ENQUIRY QUESTION: Why was Emmeline Pankhurst significant? How do we know?

BIG IDEA- significance : Emmeline Pankhurst campaigned for women's suffrage which eventually happened in 1928.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know the effect someone has on others can make them significant. -Know why someone is historically significant. -Describe how life changed after 1928 -Explain how Emmeline Pankhurst contributed to this change	✓ Historical significance is usually based on four areas: memory, effect, novelty(new) and applicability. ✓ Emmeline Pankhurst is significant for contributing to the fight for equality and women's right to vote. ✓ During the Victorian era, Women couldn't vote; couldn't inherit property; serve on a jury; spend their own money in pubs; become an accountant or lawyer; have equal pay; sit in the House of Lords. ✓ National Union of Women's Suffrage Societies (NUWSS) was the first organisation campaigning for women's suffrage. It was led by Millicent Fawcett who believed in a peaceful protest but she achieved nothing. ✓ The Women's Social and Political Union (WSPU) was led by Emmeline Pankhurst and campaigned for women's suffrage in the UK between 1903 and 1917. ✓ In 1928 all women over the age of 21, regardless of whether they owned a house or not, were given the right to vote on the same terms as men.	• Think like a historian' What can we learn from this memorial? R1 What was life like for women during the Victorian era? R2 What was life like after 1928 for women? R3 How did Emmeline Pankhurst help to bring about this change? R4 - watch videos and read information	Write a paragraph describing what life was like in the late Victorian era and how this changed in 1928 and how Emmeline Pankhurst contributed to this change. Red-Know that people are historically significant because of how they effect the lives of people Yellow-Describe the change that took place in 1928 Green- Describe how Emmeline contributed to this change,.

ENQUIRY QUESTION: Was Emmeline Pankhurst the only reason women got the vote?

BIG IDEA- Cause and consequence : Although Emmeline Pankhurst contributed to the achievement of women's right to vote, she was a part of other contributing factors.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Recognise that a combination of factors can lead to a change taking place - Know that Emmeline Pankhurst helped to achieve the vote. - Recognise other people were also influential in achieving the vote - Identify world events that also contributed to women's suffrage.	✓ 1837-1901 women had very few rights, especially once they were married. Women were not allowed to vote ✓ 1867 John Stuart Mill suggested to parliament that women should have the right to vote but this was rejected ✓ 1897- Millicent Fawcett was the leader of a group called the National Union of Women's Suffrage. they believed in non- violent protests. she was a prominent figure in the suffrage movement. ✓ 1903 Emmeline Pankhurst helped to start a group called the Women's Social and Political Union. These women fought hard for women's suffrage. ✓ 1914- the outbreak of World War I led to women taking on men's roles in the factories and proved that they could be as equal as men. ✓ The government promised women the vote after the war and in 1918 it was made law. ✓ 1918- Women over the age of 30 could vote ✓ 1928 - All women over the age of 28 could vote	• Think like a historian' What caused the change that took place in America? R1 What led to women's right to vote in 1928? R2 Can you put these events in chronological order? R3 What causes change to happen? R3 Was Emmeline Pankhurst the only reason women got the vote? R3	Text- jump in Put the events in chronological order. Identify key factors in women achieving the right to vote. Red-Know that Emmeline Pankhurst helped to achieve the vote. Yellow-Recognise other people were also influential in achieving the vote Green- Identify world events that also contributed to women's suffrage.

HISTORY Y3 Autumn 1: Week 6

ENQUIRY QUESTION: How important was Emmeline Pankhurst in achieving the vote?

BIG IDEA- Cause and consequence : Although Emmeline Pankhurst contributed to the achievement of women's right to vote and was a significant leader in the protests, she was a part of other contributing factors.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Understand that combination of factors can lead to a change taking place - Know that Emmeline Pankhurst helped to achieve the vote. - Other people were also influential in achieving the vote - World events also contributed to women's suffrage.	✓ 1837-1901 women had very few rights, especially once they were married. Women were not allowed to vote ✓ 1867 John Stuart Mill suggested to parliament that women should have the right to vote but this was rejected ✓ 1897- Millicent Fawcett was the leader of a group called the National Union of Women's Suffrage. they believed in non- violent protests. she was a prominent figure in the suffrage movement. ✓ 1903 Emmeline Pankhurst helped to start a group called the Women's Social and Political Union. These women fought hard for women's suffrage. ✓ 1914- the outbreak of World War I led to women taking on men's roles in the factories and proved that they could be as equal as men. ✓ The government promised women the vote after the war and in 1918 it was made law. ✓ 1918- Women over the age of 30 could vote ✓ 1928 - All women over the age of 28 could vote ✓ Emmeline Pankhurst was a significant figure within a wider movement.	• Think like a historian' What can we learn from this video about women gaining the right to vote? R1 Who and what was important in helping women achieve the vote in 1928 and how do you know?	End of unit quiz and answer to the enquiry question. Red-Know that Emmeline Pankhurst helped to achieve the vote. Yellow-Recognise other people were also influential in achieving the vote. Green- Identify world events that also contributed to women's suffrage and use sources to support statements made

Year 3 History Autumn 2: Ancient Egypt

N.C. Expectations: The achievements of the early civilisations

Key Enquiry Question

How were the Ancient Egyptians similar or different to life today?

Big Ideas

- ✓ Ancient Egypt was a civilisation that existed thousands of years ago.
- ✓ Much of what we know about Ancient Egypt comes from tombs, artefacts, objects and temples that have been recovered from archaeological sites.
- ✓ The Ancient Egyptians had many achievements, some of which are similar to things we see today.
- ✓ The key achievements of the Ancient Egyptians were developments in mathematics, black ink, papyrus sheets, cosmetic make-up, wigs, toothpaste,

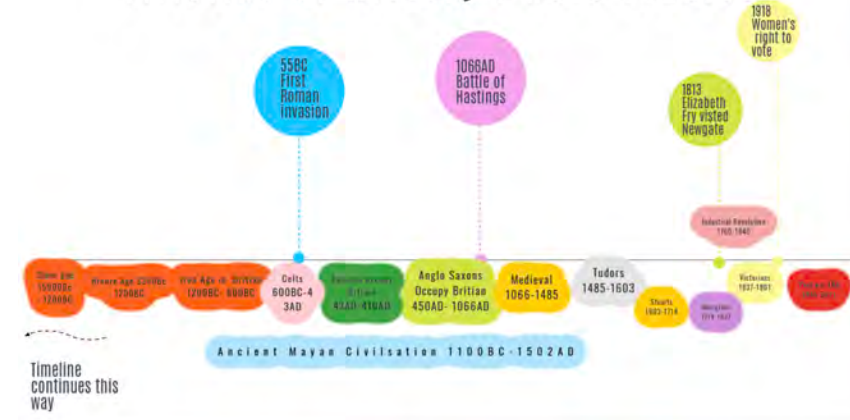
Links to previous learning

- ✓ Last year we learnt about the Stone Age, Bronze Age and Iron Age.
- ✓ These periods in Britain were happening at the same time as the Ancient Egyptian civilisation.



VOCAB	Definition	Widgit
Civilisation	A group of people with their own languages and way of life.	trade
Polytheist	A belief in many gods	hierarchy
Interpretation	Explain the meaning of something	naval
Artefact	An object of historical interest	empire
Ancient	A period of history that took place thousands of years ago	exploration
Monarchy	A form of government with	peasant

Timeline of History I have studied



Videos & Additional Reading

- ✓ <https://www.youtube.com/watch?v=7MJ2aiKJt4w>
- ✓ <https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr4s8xs>
- ✓ <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt>

ENQUIRY QUESTION:
Why do we use BC and AD?

BIG IDEA - INTERPRETING HISTORY: BC/ AD are time-markers that separate events and periods that took place before the birth of Jesus Christ recognised as the year 0 and those that took place after the birth of Christ.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Define BC and AD - Sort events into BC and AD - Describe features of period or event	✓ A timeline is a way of organising the chronology of things that have happened in the past, mainly left to right. ✓ Timelines can be split into BC (Before Christ) and AD (Anno Domini) ✓ In BC the numbers start at 0 and move left (the numbers get larger). This period of history happened a long time ago. ✓ AD (Anno Domini), translates as 'in the year of the master'. It is after the birth of Christ (0) and the numbers move right along the timeline. The higher the AD year, the more recent it has happened. ✓ Chronology is the study of time - putting things in order of when they happened. Starting with the oldest and ending with the newest.	'Think like a historian' What is a timeline used for? Refer to class timeline What does BC / AD stand for? When were these events? R1 Were these events BC or AD? R1	Sort events into BC and AD and place on a class timeline R1 Match key vocabulary and definitions Write a sentence in context for each Red - Define BC and AD Yellow - Sort events into BC and AD Green - Describe features of period or event

ENQUIRY QUESTION:
What was Ancient Egypt like?

BIG IDEA -Continuity and Change: Ancient Egypt has both differences and similarities to the way we live today. For example, we both have a form of ruler, but ours is known as a king and theirs is known as a Pharaoh.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Name 3 key features of Ancient Egyptian society - identify anachronisms in the picture - Explain what Ancient Egyptians would have instead.	✓ Ancient Egypt began around five thousand years ago, 3,000 years before the birth of Christ and lasted until 30 BC until it came under the rule of the Roman Empire. ✓ Ancient Egyptian life was shaped by the natural environment, especially the River Nile which was vital to the Ancient Egyptians. ✓ The Nile provided water for the crops, fish and reeds to make papyrus. ✓ The Ancient Egyptians used a pictorial system of writing known as hieroglyphs. ✓ The Egyptians were ruled by a king called a pharaoh. ✓ Pharaohs were buried in pyramids with jewels and objects, as they believed these would be taken with them to the afterlife.	Thinking like a historian What do you already know about the Ancient Egyptians? R1 S2 Who were the Ancient Egyptians? Where is Ancient Egypt? R2 What was it like to live in Ancient Egypt? R3 What other key information can I find about Ancient Egypt? R4 What does not belong in this picture? R1 S4/ R5 answers	Annotate the image describing some key features of Ancient Egypt Red - Name 3 key features of Ancient Egyptian society Yellow - identify anachronisms in the picture Green - Explain what Ancient Egyptians would have instead.

ENQUIRY QUESTION:

How do we know about Ancient Egypt that took place 5000 years ago?

BIG IDEA - INTERPRETING HISTORY: We know about Ancient Egypt from the monuments, objects and artefacts, tombs and temples that have been recovered from archaeological sites.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know where we might find evidence of Ancient Egypt - Explain what you can see when looking at a source - Make inferences of a source	✓ People started to build villages next to The River Nile, which central to their survival. ✓ The River Nile was an important source of water in a desert landscape. It enabled the Egyptians to grow lots of crops for food and flax for clothes and papyrus. Papyrus was the first kind of paper and used to record ✓ The way that the Ancient Egyptian civilisation used the river Nile had never been done before. Previously people used rivers in settlements for food and water but not to make products like Papyrus ✓ The main sources of information about ancient Egypt are the many monuments, objects and artifacts that have been recovered from archaeological sites, covered with hieroglyphs that have only recently been deciphered. ✓ We also know about Egyptian daily life from the huge number of wall paintings in tombs and temples. ✓	Thinking like a historian What can we learn about the Ancient Egyptians by looking at these? R1 If we wanted to look for evidence about life in Ancient Egypt where would we start looking why? R2 S4 What could we look for? R2 S7-8 What does this tell us? What can we infer R2 S8	Write a paragraph underneath the image explains what it tells us. Red - Know where we might find evidence of Ancient Egypt Yellow - Explain what you can see when looking at a source Green - Make inferences of a source

ENQUIRY QUESTION: Was life the same for everybody?

BIG IDEA- Similarity and difference Not everyone in Ancient Egypt had the same role. There was a range of occupations and responsibilities. Historians have used the remains in tombs to understand the different jobs and responsibilities in society.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Understand the importance of tombs - Make inferences about people's jobs based on tombs - Explain how we know life was not the same for everyone	✓ The ancient Egyptians were polytheistic people who believed that gods and goddess controlled the forces of human, natural and supernatural world. ✓ It was necessary for a person's name to continue to exist, for the spirit to be able to recognise their body, for the body to remain intact and for the spirits which survived death to be regularly supplied with food, drink and other household and desirable objects. ✓ Egyptian burials contained a mixture of real and representative items. ✓ The objects and artefacts found in tombs help historians understand the roles of different people in society. ✓ Some jobs in society included, noblemen, teachers and astrologers, Viziers, artists, carpenters and priestess. ✓ The hierarchical structure of society had kings or pharaohs at the top, followed by military leaders, scribes, priests, tax collectors farmers and slaves.	Thinking like a historian Who do you think would have had this in their tomb? Why? R1 Why were tombs so important? R1 S6 video of tomb What has happened to tombs in Ancient Egypt? Why R3 S4-5 What can we learn from tombs? R3 S10 What was the hierarchical structure of society like? R4	Go through information of the different people. Pupils discuss which objects they believe were found in each tomb. Photo lesson R3 S11-30 Red -List the different jobs people did Yellow - Make inferences from artefacts in relation to the key question Green - Explain how we know life was not the same for everyone

ENQUIRY QUESTION: What were the achievements of the Ancient Egyptians?

BIG IDEA -Significance: The Ancient Egyptians had numerous achievements which enabled them to become an advanced civilisation of their time. Many of these achievements still apply to us today.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-know the achievements of the Ancient Egyptians -identify the most and least important achievements -understand why they are significant	✓ The key achievements of the Ancient Egyptians were developments in mathematics (calendar; discovered the concept of 0), black ink, papyrus sheets, cosmetic make-up, wigs, toothpaste, pyramids, irrigation, writings (symbols), surgical instruments, a police force, clocks and mummification. ✓ The significance of an achievement can be identified by the number of times it is mentioned and the amount of depths attributed to it in a historical text. ✓	Thinking like a historian What can we infer about the achievements of the Egyptians from these sources? R1 What were the achievements of the Ancient Egyptians? R2 How is this similar and different to our life today?	Read texts based on achievements. Complete the tick box. Write a paragraph on achievements explaining most to least significant. R2/R3 Red - know the achievements of the Ancient Egyptians Yellow - identify the most and least important achievements Green - understand why they are significant

ENQUIRY QUESTION: How were the Ancient Egyptians similar or different to life today?

BIG IDEA - Similarity and difference: There are many similarities between life in Ancient Egypt and life today such as the invention of the calendar which divides the year into 365 days. However, unlike the Pharaoh who had absolute power (absolute monarchy) our monarch has less power due to our elected government.

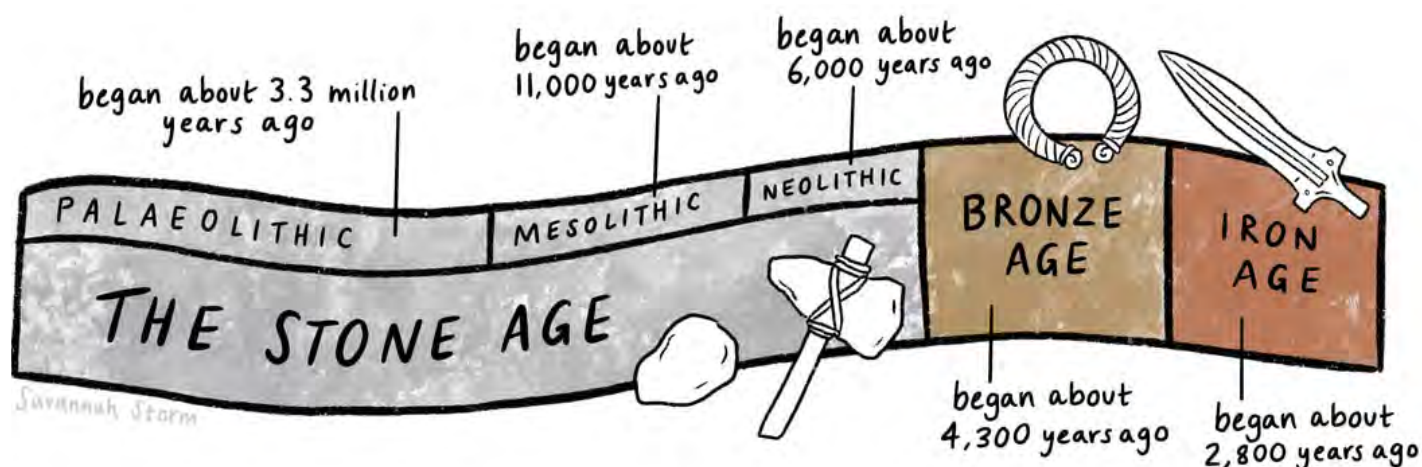
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Recall features of Ancient Egypt. - Compare the Ancient Egyptians to life today - Include detailed historical facts	✓ The key achievements of the Ancient Egyptians were developments in mathematics (calendar; discovered the concept of 0), black ink, papyrus sheets, cosmetic make-up, wigs, toothpaste, pyramids, irrigation, writings (symbols), surgical instruments, a police force, clocks and mummification. ✓ We can draw many similarities between Ancient Egypt and life today. This includes the invention and use of a calendar, which divided the year into 365 days. This is still the same with our calendars today. The Ancient Egyptians also made groundbreaking discoveries in maths such as decimals and fractions which we learn in our maths lessons today. ✓ The Ancient Egyptians were different because the head of their society was a Pharaoh, who we refer to as king or queen in modern day. The level of power was also different as we now have an elected government alongside the monarch, whilst the Ancient Egyptian Pharaoh had absolute power	Thinking like a historian What is similar and different about these images R1 How is this similar and different to our society today. How has the Ancient Egyptian achievements helped modern day inventions?	Assessment quiz and end of term question. Red - Recall features of Ancient Egypt. Yellow - Compare the Ancient Egyptians to life today Green - Include detailed historical facts

Year 3 History Spring 1: Stone Age, Iron Age and Bronze Age

N.C.Expectations: Changes in Britain from the Stone Age to Iron Age

Key Enquiry Question

How much did Britain change from the Stone Age to the Iron Age?



VOCAB	Definition	Widgit
archaeologists	A person who studies human history and prehistory.	
prehistory	A period of time before written records	
artefact	An object made by a human of historical interest	
Neolithic	The later part of the Stone Age	
Paleolithic	Early phase of the Stone Age when stone implements were used.	
Mesolithic	The middle part of the Stone Age.	

Big Ideas

- ✓ This unit will focus on the Stone Age, Bronze Age and the Iron Age.
- ✓ **Change and Continuity** is the key theme that will be explored during this unit.
- ✓ Settlement, tools, food and farming are among the key changes. However some of these elements also continued throughout some of the 'Ages'
- ✓ Artifactual evidence is the main source of evidence from this period as there are no written records.
- ✓ The focus on artifactual evidence develops our understanding of how we know!

Links to previous learning

- ✓ Ancient Egyptians existed during the Bronze Age and Iron Age in Britain
- ✓ Ancient Egyptians farmed and grew barley.
- ✓ Ancient Egyptians lived in homes covered in mud and plaster and settled near the River Nile.
- ✓ Archaeologists are people who study human history and Pre history by looking at artefacts.
- ✓ The uncovering of artefacts have helped historians learn more about the past.

Videos & Additional Reading

- ✓ <https://www.youtube.com/watch?v=VyilGaQl6RU>
- ✓ <https://www.youtube.com/watch?v=UNAnwYczAK8>
- ✓ <https://www.youtube.com/watch?v=FFqqZn0ZUxY>
- ✓ <https://www.youtube.com/watch?v=Uu9bLT9l9fl>

ENQUIRY QUESTION:**When was the Stone Age, Bronze Age and Iron Age?**

BIG IDEA - CHRONOLOGY: The Stone Age began 2.6 million years ago and lasted until 3300 BC. It is split into 3 distinct periods: Palaeolithic, Mesolithic and Neolithic eras.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Locate the Stone Age, Bronze Age and Iron Age. Use the key vocabulary for the unit accurately Relate new vocabulary to multiple historical contexts	Locate the Stone Age, Bronze Age and Iron Age on a timeline ✓ Vocabulary is specific and can help us to understand historical concepts and describe ideas accurately. ✓ Some vocabulary can relate to specific eras ✓ Some vocabulary is used in many historical contexts e.g. raiders, settlers, ✓ Some vocabulary relates to an abstract concept which applies to many historical contexts e.g. monarchy, empire, invasion ✓ The story of prehistoric Britain began when the first humans arrived in Britain. ✓ The prehistoric period is divided into three 'ages' - the Stone Age, the Bronze Age and the Iron Age. It covers around 10,000 years and ended in 43AD when the Romans invaded. ✓ The Bronze Age marked the first time humans worked with metal. ✓ The Iron Age is the final part of the three-age division of prehistory. During the Iron Age, people across much of Europe, Asia and parts of Africa began making tools from iron and steel.	'Think like a historian' What do you already know about the Stone Age? Image (See R1) Where does the Stone Age fit on our timeline. Timeline (R2 & R3) What civilisations existed at the same time? How is the prehistoric era divided? Match pictures and key characteristics of each era. (R4) Why do we learn new vocabulary? What does it make you think of? When have we seen this before? What is the definition? Can you think of any synonyms? How would you use this word in a sentence? Match definition to word activity (R5)	Chronology Outcome Identify Stone Age, Bronze Age and Iron Age. Know why they are given these names & three periods of Stone Age. (R2 & R3) Vocabulary outcome Write six sentences next to the widget, using the word in context. Red use the key <u>vocabulary</u> in sentences accurately. Yellow - use the key vocabulary accurately within sentences with some references to historical context Green - use the new vocabulary in sentences with reference to historical context E.g Archeologists have found artefacts in Ancient Egypt.

ENQUIRY QUESTION:**Is it true to say the Stone Age man was just a simple hunter gatherer, only interested in food and shelter?**

BIG IDEA - INTERPRETING HISTORY: Archaeological evidence found at Starr Carr has enhanced historians understanding of the Paleolithic and Mesolithic era.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Make deductions from sources Give two reasons to suggest Stone Age man was interested in Art and ceremonies. Explain how contrasting views of the Stone Age man are made	Make inferences about life in the Stone Age. ✓ The Stone Age was divided into three main eras that signified key changes within the period. These were known as the Palaeolithic, Mesolithic and Neolithic eras, ✓ Stone Age is the earliest known period of prehistoric human culture. This is symbolised not through writing but through the use of stone tools. Palaeolithic Period: 70,000 BC - 12,000 BC: painted cave walls, hunted animals, gathered nuts, berries and grains. They learned to make fire, develop language and created simple shelter. ✓ Mesolithic Period: 10,000BC- 8500 BC. Made pottery and cave paintings, hunted and gathered food, storing it for later. Some settled in villages located near rivers and lakes. They created and used bows, arrows and other simple tools.	'Think like a historian' What was the Stone Age man like Image (R1 & R2) Were hunting and gathering the only things they did? Images sources (R3)	Annotate sources (R3) inferring what it tells us about life in the Stone Age. Add new dates to timeline from LI Red Make simple deductions from images and primary evidence. Yellow - Make simple deductions to suggest the Stone Age man was interested in Art and ceremonies. Green - Explain how contrasting views of the Stone Age man are made.

ENQUIRY QUESTION: How different was life in the Stone Age when man started to farm?

BIG IDEA - CONTINUITY AND CHANGE: Hunter gatherer lifestyle began to change during the Neolithic era to farming. However, hunter gatherer's still lived alongside.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Make deductions about how life changed when farming began. Recognise differences between Mesolithic and Neolithic era Describe the significance of changes	Identify the most significant changes that took place when man started to farm ✓ After the Mesolithic was the Neolithic era where changes began to take place, especially in agriculture. ✓ 15,000 years ago hunter gatherers (men) in groups of 50 - 100 would go game hunting. Following animals around. This would take a few hours a day. ✓ Farmers 7,000 years ago would herd and protect animals, sow seeds, weed, gather in the crops, bake bread, make porridge and weak beer. ✓ Some with skills would make baskets, pottery, cloth. Overall, this extra activity gave very little time for leisure. ✓ For food they would still eat meat, if lucky, but would drink milk, eat bread, beans and porridge and store food for hard times ✓ Hunter gatherers were living alongside farmers 5,000 years ago.	'Think like a historian' What does this image tell us about how life started to change? How did they spend their time and what did they eat? Image (See R1) Did this change happen overnight? Timeline (R2) What were the most significant changes? What stayed the same? Sorting cards (R3)	Pupils annotate sources (R3) with key changes that have been made. Write a list under headings: - Big changes, - Small changes, - Things that stayed the same. Annotate timeline from lesson 1 with when farming started Red - Identify changes from the Mesolithic era to the Neolithic. Yellow - Identify changes and explain the impact. Green - Describe significance of changes

ENQUIRY QUESTION: What can we learn about life in the Stone Age from a study of Skara Brae?

BIG IDEA - INTERPRETING HISTORY: Relatively recent finds have enhanced our understanding of how people lived during the Neolithic era.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Make deductions using historians interpretations Explain the changes from the Mesolithic era Draw a conclusion about the way people lived using evidence.	Make deductions about the Neolithic era based on a study of Skara Brae. ✓ Skara Brae is dated from the late Neolithic period and was inhabited for about 600 years. ✓ This part of Scotland was settled on because it had open grassland that could be used for grazing, stones that could be used for building houses, no dangerous animals that could kill the livestock and peat that could be burned. ✓ The plan of each house was probably square with rounded corners. ✓ Stone beds were set into the wall and there was a stone dresser. ✓ Stone beds were probably built with heather and animal skins. ✓ A storm is thought to have driven the inhabitants out. ✓ Archaeologists have uncovered well designed buildings, built with primitive tools, pottery, bone piercing tools, a necklace and charred grain and fish bones.	'Think like a historian' What period of prehistory do you think this is from? Image (R1) Where is Skara Brae? Map (R2) When was it discovered? Story (R4) What does it tell us about life in the Stone Age? Sources 'Can you find?' (R3)	Pupils write about 6 artefacts (R5) and what they tell us about the Stone Age. Scaffold - given archaeologists interpretations to match (R6) Annotate timeline from lesson 1 with when Skara Brae was established Red - Make deductions using historians interpretations Yellow - Explain the changes from the Mesolithic era Green - Draw a conclusion about the way people lived using evidence.

ENQUIRY QUESTION: How much did life change during the Iron Age and how could we possibly know?

BIG IDEA - CONTINUITY AND CHANGE: During the Iron Age settlements expanded into hill forts surrounded by walls. Tools were now made out of Iron. However farming practises remained relatively unchanged.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To identify features of the Bronze Age and Iron Age	Identify the changes that took place during the Iron Age and how we know ✓ After the Neolithic era of the Stone Age, the Bronze Age began marked by a change in the use of Bronze tools. ✓ The Bronze Age ended in 1000BCE when people were able to heat and forge other metals together - this became the Iron Age. ✓ In this period of history, communities lived in hill forts. ✓ Hill forts were forts that were surrounded by walls and ditches so that warriors could defend them from enemies attacking. ✓ Danebury is an Iron Age hill fort in the south of England. ✓ Barley and wheat were the main crops eaten and food was sourced locally. ✓ They ate horse, beef, pork and drank milk. ✓ Tools- the ground was broken with a larger plough drawn by oxen. ✓ Pits were dug for grain storage. ✓ Inside the hill forts, families lived in round houses. These were simple one room houses with thatched roofs and walls made from wattle and daub (a mixture of mud and twigs). In the centre of a round house was a fire where meals were cooked in a cauldron. ✓ Iron Age farmers grew crops and vegetables. They kept animals. Some people worked as coppers, carpenters and metal workers. Men and boys were trained as warriors and they had to be prepared to fight at any time.	'Think like a historian' What do you think this hill might be? Image (R1) How do we know there was an Iron Age settlement here? Image (R2) What deductions can we make from this fort at Danbury? Slides (R3) What do these sources found at Danebury tell us ? Artefacts (R4) Video clip	Group work Children identify features of an Iron Age settlement. Children match interpretation and make deductions from evidence identify what conclusion might be made. (R5 & R6) Annotate timeline from lesson 1 with when the Bronze Age was and when the Iron Age was and what happened in these periods.
To explain the changes in the Iron			Red - To identify features of the Bronze Age and Iron Age Yellow- To explain the changes in the Iron Age Green- Draw conclusions about life during this period and the degree to which it changed
Age Draw conclusions about life during this period and the degree to which it changed.			

Year 3 History Spring 2: Tudors

N.C.Expectations: a study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066

Key Enquiry Question

Was the Tudor period one of turbulence or stability?

Vocabulary	Definition
 monarch	The King or Queen of a country
 heir	A person legally entitled to the property or rank of another on that person's death
 parliament	A lawmaking group in the government of the UK
 Catholic	A member of the Roman Catholic Church
 civil war	A war between people in the same country (Parliamentarians and Royalists fought over governance and religious freedom)
 discrimination	The prejudicial treatment of different categories of people e.g. race, religion

Big Ideas

- ✓ This period was characterised by both turbulence and stability: Henry VII united Britain after the War of the Roses. However, Henry VII brought turbulence through his divorce and the reformation.
- ✓ The Tudor period was the time when monarchy was established in England. Henry VII brought peace to England and made key decisions about finance, trade and empire.
- ✓ Henry VIII wanted to continue the Tudor dynasty with a male heir; for this reason he had many wives.
- ✓ His first wife was Catholic and to allow Henry VIII to marry his second wife, he needed to divorce Catherine. This was not allowed in the Catholic Church.
- ✓ Reformation of religion in England was due to Henry VIII's break with Rome: he became head of the church instead of the Pope.

Links to previous learning

- ✓ The queen is our monarch and princess Diana was part of the royal family (monarchy).
- ✓ The gunpowder plot was as a result of the Reformation, MANY years later.



Videos & Additional Reading



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Timeline of Major Events

1485 – Battle of Bosworth 1491 – Henry VIII born 1534 – 'Act of Supremacy' 1553 – Mary takes the throne 1588 – England defeats the Spanish Armada 1603 – Elizabeth I dies – end of Tudor line 1642 – Civil War begins 1689 – Charles I executed 1660 – Charles II returns to lead 1689 – Glorious Revolution complete 1714 – Queen Anne dies – end of Stuart line

ENQUIRY QUESTION: Where do we place the Tudor dynasty on our timeline of Britain?

BIG IDEA - Chronology- The Tudor Dynasty came after the medieval period and before the Stuarts. It was the time where monarchy became established.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To use chronological understanding to locate the Tudors in history ☒ Locate the Tudor dynasty in history. ☒ Use the key vocabulary for the unit accurately. ☒ Relate new vocabulary to multiple historical contexts.	☒ The Tudor period is a period of history where a line of monarchs ruled from the same dynasty . ☒ This period of history happened after 1066 and the battle of Hastings and the medieval period. ☒ The Tudors dynasty were in power before the Stuarts. ☒ It is know as a period of trade, monarchy and religious change. ☒ Vocabulary is specific and can help us to understand historical concepts and describe ideas accurately. ☒ Some vocabulary can relate to specific eras ☒ Some vocabulary is used in many historical contexts e.g. raiders, settlers, ☒ Some vocabulary relates to an abstract concept which applies to many historical contexts e.g. monarchy, empire, invasion ☒	Where do the Tudors fit into the history of Britain? R1 What can we tell about this time? How does it look different from previous areas of history we have studied? Does it look similar? R2	Chronological outcome Locate the Tudor period of history in timeline in books R3 Vocabulary outcome Write 3 sentences next to the widget (highlighted in yellow), using the word in context. Red use the key <u>vocabulary</u> in sentences accurately. Yellow use the key vocabulary accurately within sentences with some references to historical context Green use the new vocabulary in sentences with reference to historical context Eg <u>Trade</u> links were established between the Victorians and India through the East Indian Teacompany.

ENQUIRY QUESTION: Why was the end of the War of the Roses significant?

BIG IDEA - Significance - The end of the War of the Roses brought stability to England it was the first time the country had one monarch and was peaceful under his rule.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand the significance of the the War of the Roses ☒ Know what the War of the Roses was and when it happened. ☒ Understand the events which ended the War of the Roses. ☒ Understand the significance of monarchy to bring peace to England.	☒ The Wars of the Roses were fought between two families: the House of Lancaster, who were represented by a red rose, and the House ofYork who were represented by a white rose. ☒ It was a Civil War that lasted for thirty-three years (1455-1487), and caused much death and destruction. ☒ At the start of the Wars, Henry VI from the House of Lancaster was King. Henry VI was a very weak king, and the House ofYork wanted to seize power from him. ☒ Henry VII was the first Tudor King. He managed to bring peace to England after defeating Richard III. ☒ One of the main ways in which Henry VII, a Lancastrian, achieved this was by marrying the daughter of Edward IV from the House ofYork. ☒ This was the beginning of a period of history with one consistent king (monarch)	Thinking like a historian What was Britain like in in the mid to late 1400s? R1 Battle ofTeweksbury What did a civil war mean? R2, R3 and R4 sources of battle ofTowton, Barnet and Bosworth showing the huge amount of casualties Why were there so many Kings during this period? R5 read the story of the War of the Roses What caused the end to the War of the Roses? R6 two families plucking red and white roses	Pupils have a picture of the Tudor Rose, write the a summary of the War of the Roses and what caused the ending. Red - Know that the War of the Roses was a civil war is was fought between two families. Yellow Know that the marriage of Henry VII brought an end to the War of the roses Green Know that the end of war of the Roses was significant because it brought peace to Britain under one consistent Monarch

ENQUIRY QUESTION: Why is a monarch so important during the Tudor period?

BIG IDEA - Similarity and difference: Henry VII was the first consistent monarch of the Tudor period. Monarchs at this time made decisions about tax, war etc. There was a clear hierarchy during this period.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand the role of a monarch in the Tudor period ☒ Know what a monarch is. ☒ Explain the difference between a monarch and other members of society. ☒ Discuss what contributed to Henry VII's stability in England.	☒ This union between the two warring houses, Lancaster and York, was represented in the Tudor Rose, which is a white rose surrounded by a red rose. ☒ This was the beginning of the Tudor reign and peace in Britain ☒ This period saw the start of one consistent monarchs in England. A monarch has a different role within the Tudor period as they make key financial and political decision about how the country was run. ☒ Monarchs were wealthier than any other members of society and they were considered more important that other people. There was a hierarchy of important. ☒ Henry VII lived in in Richmond Palace and ruled England from her ☒ During Henry VII rule the pope (head of the church) and the monarch had the same amount of power ☒ Henry VII is known for successfully ending the War of the Roses between the houses of Lancaster and York and for founding the Tudor dynasty ☒ Henry was a successful monarch he took a keen interest in financial matters and knew a wealthy king would be a strong King.	Thinking like a historian What can we tell about Henry VII? R1 Picture of Henry VII What was the structure of Tudor society? What do you notice about the pope and the monarch? R2 structure of Tudor society Why was Henry a successful monarch? R3 Henry VII Obituary R4 Sing a song a sixpence	Portrait of Henry VII bullet point what his role as monarch was, what made him successful and why he was important Red - understand what a monarch is and their role in Tudor society Yellow - differentiate between a monarch and other groups of society. Green - explain why Henry VII was a successful monarch and the impact of this on society

ENQUIRY QUESTION:
What was the reason for Catherine of Aragon's downfall?

BIG IDEA - Cause and Consequence - Catherine's downfall was largely due to her inability to produce a male heir and his growing love for Anne Boleyn.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To explore the reasons for Catherine of Aragon's downfall ☒ Recognise the importance of a male heir. ☒ Explain some reasons for Catherine's downfall. ☒ Use evidence to explain Catherine's downfall.	☒ Henry VIII was the second Tudor King after his father Henry VII. ☒ Henry's first wife was a Spanish princess named Catharine of Aragon. She did give him a daughter called Mary, but did not have a son. ☒ Henry is famous for his large weight and six wives, but as a young King he was a keen sportsman and talented soldier. ☒ King Henry VIII was desperate for a male heir to carry on the Tudor line, hence why he had so many wives.	Thinking like a historian What can we tell about Henry VIII from the pictures of him? R1 Who was Henry married to? R2 What led to Catherine's downfall? R3 - positive or negative for Catherine - make a living graph. Class/ groups. What does this letter tell us about Henry's feelings toward Anne Boleyn? R 4 and 4.2	Photo lesson of living graph of Catherine of Aragon's downfall. Annotate image of Anne Boelyn's love letter from Henry. Red Describe a reason that led to Catherine's downfall Yellow - Explain a combination of reasons that led to Catherine's downfall Green - Explain what led led to Catherine's downfall using evidence.

ENQUIRY QUESTION: Why did Henry really break with Rome: love or religion?

BIG IDEA - Cause There are multiple reasons historians believe Henry VIII broke with Rome. These include his desire to conceive a male heir which Catherine of Aragon couldn't give him, his love for Anne Boleyn and his desire to break from the church to increase his power and wealth.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To explore the reasons why Henry VIII broke with Rome Sequence key events leading up to the break with Rome. Explain factors that led to the Break with Rome. Group factors in a theme.	During the Tudor times the main religion in Britain was Catholicism. King Henry followed this religion as did the monarchy before him. The church was the centre of people's lives, as peasants, nobles and towns people all believed in heaven and hell. In Catholicism, the bible is in Latin, the Pope is head of the church, and churches are beautifully decorated with lots of gold and paintings. Monetary donations were given by many levels of society. Henry VIII wanted to divorce Catharine of Aragon (his first wife) and marry Anne Boleyn so that he could have a son. Henry was a Catholic, and the Pope would not allow him to have a divorce. In 1534, Henry was declared head of the Church of England and England became a protestant nation. He was now able to have his divorce. This was known as the 'break with Rome'. This led to the Reformation. Protestantism has simpler churches without much decoration, and the pope is not in charge.	Thinking like a historian What happened to the church/ monasteries? R1 What was the church like? What religion did they follow? R2 What was the Break with Rome? What events led to the break with Rome? Order the events that led to the break with Rome (Class) R3 What were the reasons for and against breaking with Rome? What would his advisers be saying? R4 (Optional) Why did Henry Break with Rome? R5 group cards	Write a paragraph with the main reasons Henry broke with Rome. Red - Describe a reason Henry broke with Rome. Yellow - Explain why Henry Broke with Rome Green - Group reasons into themes e.g lack of an heir; love for Anne Boleyn and use evidence to support this.

ENQUIRY QUESTION: Was the Tudor period one of turbulence or stability?

BIG IDEA -Continuity and change The period began as a period of turbulence as the War of the Roses ensued. However, when Henry VII became monarch the country was united and his successful role as king brought peace to the Country. However, when Henry VIII became king, his desire to have a male heir rocked the stability of the kingdom once again (the break with Rome.)

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand the Tudor period was one of both turbulence and stability Describe turbulent and stable periods. Explain why some periods are turbulent and some are stable. Describe the change overtime.	Turbulent: It was a Civil War that lasted for thirty-three years (1455-1487), and caused much death and destruction Stable: Henry VII is known for successfully ending the War of the Roses between the houses of Lancaster and York and for founding the Tudor dynasty Henry was a successful monarch he took a keen interest in financial matters and knew a wealthy king would be a strong King. Turbulent: Henry VIII wanted to divorce Catharine of Aragon (his first wife) and marry Anne Boleyn so that he could have a son. Henry was a Catholic, and the Pope would not allow him to have a divorce. In 1534, Henry was declared head of the Church of England and England became a protestant nation. He was now able to have his divorce. This was known as the 'break with Rome'.	Thinking like a historian Would you describe it as a period of turbulence or stability? Why would you describe it as turbulent? Why would you describe it as stable?	Assessment quiz Write a paragraph answering enquiry question. Red - describe some reasons it was turbulent and some reasons it can be described as turbulent Yellow - Explain why some of the Tudor period can be described as turbulent and some as stable. Green - Explain the change overtime referring to it beginning as a period of turbulence moving to a period of stability and returning to a period of turbulence.

Year 3 History Summer 1: Tudors

N.C. Expectations a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

What was like in the Elizabethan era? How do we know?

VOCAB	Definition	Widgit
trade	Buying and selling of goods or services	
hierarchy	A system of ranking and organising things or people	
Naval	Relating to the British sea army or ships	
empire	A set or lands or regions that are ruled by one leader or monarch	
exploration	Searching an unfamiliar area in order to learn about it	
peasant	A farmer or farm worker of low social class	

Big Ideas

- After King Henry VIII the British monarchy was unstable, as there was a quick succession of kings and queens.
- Queen Elizabeth chose her portraits carefully to display a strong flattering image.
- Queen Elizabeth encouraged exploration in this period as she wanted to weaken Spain, expand the empire, trade and build her naval forces.
- Life in the Elizabethan era differed depending on your status in society.

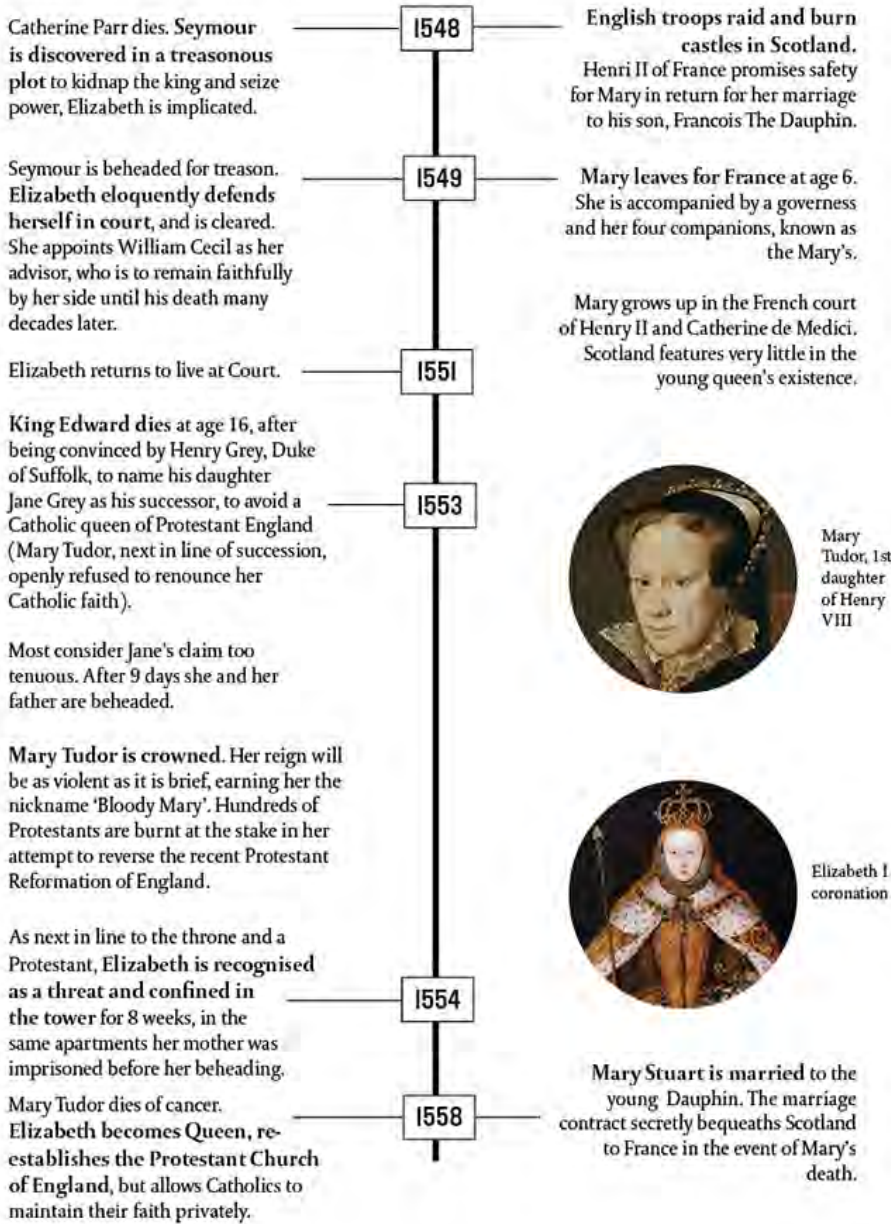


Videos & Additional Reading

- <https://www.elizabethan-era.org.uk/elizabethan-explorers.htm> (L4)

Links to previous learning

- Knowing what monarchy is...
- Queen Elizabeth was part of the Tudor dynasty. She was the next stable monarch after Henry VII.
- Henry VIII would choose portraits of himself which flattered and made him look strong and powerful.



ENQUIRY QUESTION:**How did rulers change after King Henry VIII?****BIG IDEA - INTERPRETING HISTORY-**

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know the succession of the throne.	- Some vocabulary relates specifically to its historical context - One specific word can make meaning in context very clear	Thinking like a historian What happened to King Henry VIII? R1	Vocab: Write sentences for the 3 words highlighted in yellow.
Explain why the throne did not follow a normal journey	- After Henry VIII died in 1547 aged 55, his nine year old son became king. 9 is a young age to be king so his uncles (his mother's brothers Edward/Thomas Seymour) guided him. - The brothers argued and tried to have each other killed. Eventually they were both executed and Edward had a new advisor until his death at just 15 years old. - Next in line to the throne would be Mary his older sister however Edward, a protestant, did not want his catholic sister to become queen, so he signed the throne over to his cousin Lady Jane Grey.	Who would be next in line to the throne? What happened after Edward died? Why? Why did people not want Lady Jane Grey to rule? R2 read the information on the powerpoint in pairs and discuss what happened next (print powerpoint) Complete chronology outcome	Chronology: Complete family tree to show what happened after Henry died final slide R2
Understand how religion related to the journey of the throne	- No one knew who Lady Jane Grey was and did not believe she was the true queen. Mary marched with her army to take the thrown and Lady Jane Grey was overthrown after just 9 days. - Mary became queen and changed the religion of the country to catholicism. After 5 years of being queen she died and her younger sister Elizabeth I became queen.	What do these words mean? What actions can you think of? R3 - outcome	Red - Know that the throne is usually passed to heirs Yellow - recognise the journey of the British crown Green - Understand why it was so turbulent at this time.

ENQUIRY QUESTION:**Why was Greenwich Palace a significant residence for Tudor monarchs?****BIG IDEA -CHRONOLOGY- The Tudor monarchs chose to have a palace in Greenwich due to its strategic location near the River Thames, which facilitated maritime activities.**

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know that Greenwich Palace was a Tudor estate and housed Queen Elizabeth.	Greenwich Palace, also known as the Palace of Placentia, was one of the main royal residences of the Tudor monarchs, including Henry VII, Henry VIII, and Elizabeth I and was the birthplace of both Henry VIII and Elizabeth I.	Thinking like a historian Why do you think a Tudor Palace was built in Greenwich? R1	Label Greenwich Palace on a map.
Describe the trade and maritime activities the Tudors were involved in.	The location of Greenwich Palace along the River Thames made it strategically significant for Tudor maritime activities. It was home to the Royal Dockyard, where ships were built, repaired, and maintained to support England's naval endeavours in exploration, trading and Naval warfare.	Who lived in Greenwich Palace?	Write a paragraph explaining why the Tudors chose Greenwich Palace as a royal residence.
Explain the strategic positioning of the palace.	- Greenwich's proximity to the River Thames facilitated Tudor-era maritime exploration and trade. Tudor explorers such as John Cabot and Sir Francis Drake embarked on expeditions from Greenwich, contributing to England's growing maritime power and global influence. - Even though the palace no longer remains, its historical significance and influence on Tudor history are still evident in the surviving structures and the surrounding area.	What maritime activities and trade were the Tudors involved in? How did the location of Greenwich palace support these activities?	OR TRIP.

ENQUIRY QUESTION: Why was exploration so prevalent during Elizabeth I's rule?

BIG IDEA - CAUSE AND CONSEQUENCE- Elizabeth I encouraged exploration during her rule and was keen to discover new lands. The main reasons for this include Naval power, Empire, Weakening Spain and Trade.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know what exploration is	Elizabeth I encouraged exploration and so Britain became a great naval power and it sowed the seeds of empire.	Thinking like a historian	Children match reason with heading in pairs after reading.
List the main reasons for the encouragement of exploration	- There were 4 main reasons why Elizabeth encourage exploration these were Naval power; empire, weakening Spain and trade. - Naval power- as England is an island a powerful navy is an important defence. - Empire- Elizabeth wanted more oversea territory to match her rival Spain - Weakening Spain- Spain was a threat as she was worried that Spain would attack and replace her with a Catholic leader so she wanted to reduce their wealth by taking land and therefore the threat they posed.	What do you notice about a Tudor map? R1	Write a sentence beside each heading in books.
Rank the reasons based on historical writing.	- Trade- in 1550s the cloth trade collapsed merchants needed new places to sell to and new goods to trade. They wanted a sea route to India or China so they didn't have to travel overland. - Explorers like Sir Walter Raleigh and Sir Francis Drake emerged during this period	What is exploration? What significant explorers emerged during this period? Why did people want to explore? What were the main reasons for Elizabeth encouraging exploration? R2 R3 interpretations	Red -list a reason why exploration took place in this period. Yellow - Explain the 4 main reasons why exploration took place in this period. Green - Rank reasons based on historians writing.

ENQUIRY QUESTION: How different was life for rich, poor and middling people in society?

BIG IDEA -Similarity and difference: The theatre clearly symbolises the different parts of society: rich, poor and middle class. Your status in society had an impact on your daily experiences.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that in Elizabethan society peoples lives were not the same	In Elizabethan society, there were several distinct groups, each with its own roles, status, and responsibilities these included: nobility and aristocracy, gentry, merchants and tradesmen, Yeomen and freeholders, laborers and servants, clergy and women.	Thinking like a historian	Photo lesson: Children use R3 to act out being different members in society going to the theatre. Make a group/ class mind map of three groups in society.
Describe some differences between the experience of the rich, middle class and poor; at the theatre.	- During the Elizabethan era people enjoyed a range of entertainment including: cock fighting, bear baiting. Queen Elizabeth even enjoyed bull baiting, hunting and hawking. - Different groups in society would entertain themselves in different ways. The rich liked jousting and hawking; the poor who played football instead of being involved in the activities. - Towards the end of the sixteenth century, going to the theatre was new and fashionable. New theatres were built including the globe in London. - The rich in society were also entertained by music in country houses, however we know much less about the poor but there must have been village festivities. - The rich, middle class and poor were separated in the theatre. - The poor only paid one penny, but had to sit on the ground and did not always have the education to understand Shakespeares plays. - The middle class who had more money could sit in the covered gallery and can afford to eat at inns before the play. - The rich would set far away from the poor in high seats with excellent views of the stage. Their education allows them to understand the play fully.	How did people enjoy themselves in the Elizabethan era? R1 Was life the same for everyone in the Elizabethan era? What was going to the theatre like? R2 Was going to the theatre the same for everyone? R3/R4	Red - explain that life was not the same for everyone during the Elizabethan era Yellow - describe some differences between different sections of society. Green - Explain why there was differences between different groups in society.

ENQUIRY QUESTION: What was life like in the Elizabethan era?

BIG IDEA - Similarity and difference: The Elizabethan era was an era of exploration due to the queens drive for trade, power, wealth. In society, people’s lives were different for the rich, middle class and the poor and therefore may have been more restrictive for some than others.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Explain how exploration was a major part of Elizabethan England. Describe how life was different for different groups in society. Know how culture flourished.	☒ Exploration and Expansion:The Elizabethan era was marked by significant maritime exploration, with explorers such as Sir Francis Drake and Sir Walter Raleigh venturing to new lands. These expeditions expanded England's knowledge of the world and paved the way for colonization and trade expansion. ☒ Social Hierarchy: Elizabethan society was structured hierarchically, with distinct social classes ranging from the nobility and gentry to merchants, laborers, and servants. Social status largely determined an individual's opportunities and lifestyle, with limited mobility between classes. ☒ Cultural Flourishing:The Elizabethan era was a period of cultural flourishing, with significant advancements in literature, theater, music, and art. Playwrights like William Shakespeare produced timeless works, while theaters thrived as popular entertainment venues for all social classes.	How was exploration a major part of Elizabethan England? Where can this be seen in the local area? Was life the same for everybody living in Elizabethan England?	End of term quiz and paragraph assessment to key enquiry question. Red - describe some features of Elizabethan society. Yellow- Explain how society could be seen as both restrictive and unrestrictive Green- Use examples to support both sides of the argument.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment

Key Enquiry Question

Trade was entirely successful and benefited everyone during the Tudor period.
Do you agree?

Big Ideas

- ✓ The start of trading in England began in the Tudor period under Henry VII.
- ✓ Henry VIII was successful in setting up trade links with the Netherlands and France, but not with Italy and Spain.
- ✓ Queen Elizabeth, who was the granddaughter of Henry VII, was attacked by the Spanish for a number of reasons, one of them being trade.
- ✓ Not everyone benefited from trade equally. It was the merchants who benefited most as they traded wool and cloth for silky and other goods.

Links to previous learning

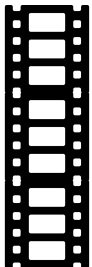
- ✓ Henry VII was the first Tudor King.
- ✓ Queen Elizabeth was part of the Tudor dynasty. She was the next stable monarch after Henry VII.
- ✓ Queen Elizabeth encouraged trade using her rule.

Tudor and Stuart 1485 - 1714

Henry VII 1485-1509	Discovery of America	1492
Henry VIII 1509-1547	Battle of Flodden Field	1513
	Divorce Crisis Begins	1527
	Act of Supremacy	1534
	Dissolution of Monasteries	1536
Edward VI 1547-1553	Book of Common Prayer	1549
Lady Jane Grey	Queen for Nine Days	1553
Mary I 1553-1558	Wyatt's Rebellion	1554
Elizabeth I 1558-1603	Northern Rebellion	1569
	Mary Queen Scots Executed	1587
	Spanish Armada	1588
James I 1603-1625	Gunpowder Plot	1605
	Pilgrim Fathers	1620

VOCAB	Definition	Widgit
trade	Buying and selling of goods or services	
Empire	A set of lands or regions that are ruled by one leader or monarch	
Exported	Something sent to another country to be sold	
Tax	Money that the government requires people to pay	
merchants	A person who buys and sells goods especially on a large scale and is often done in foreign countries	
peasant	A farmer or farm worker of low social class	

Videos & Additional Reading



ENQUIRY QUESTION:

How does placing the events of the Tudor period in chronological order help us to explain this era?

BIG IDEA Chronology: Ordering the events of the Tudor period, allows us to see the change that has taken place in society and how a change of monarch brings different changes to society.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Identify images that are not from the Tudor period	✓ The word during can be used to describe something that is happening in a period of time. ✓ The Wars of the Roses were fought between two families: the House of Lancaster, who were represented by a red rose, and the House of York who were represented by a white rose. (1455-1487) ✓ Henry VII was the first Tudor King. He managed to bring peace to England after defeating Richard III. ✓ This was the beginning of a period of history with one consistent king (monarch) ✓ Henry was a successful monarch he took a keen interest in financial matters and knew a wealthy king would be a strong King. ✓ Henry VIII took over the throne after his father and had six wives in order to try and produce a male heir. ✓ Henry VII is also known for the Break with Rome ✓ Elizabeth became Queen in 1559 she was known for being strong willed and intelligent who chose her advisors well. ✓ Exploration under Elizabeth's reign was encouraged	Thinking like a historian Which of these pictures do not belong in the Tudor period? R1 Can you place these Tudor events in chronological order? What can you remember about these events? R2 Why is it useful to place these events in chronological order?	Chronology: Order key events from the Tudor period. Revisits what happened during these events. Vocabulary: Match word with definitions Write a sentence using three of the words. Red -Place some events chronologically Yellow - Place events in chronological order Green - Use the word during to describe what happened E.g During Henry VIII reign, ...

ENQUIRY QUESTION:

How successful was Henry VII trade policy?

BIG IDEA Cause and consequence: Henry VII set up various trade links although some were not as successful as others. France and the Netherlands proved successful, while Italy and Spain did not.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Name some places the Tudors traded	✓ After the War of the Roses Henry VII wanted to continue his growth of power. ✓ Henry believed that overseas trade would be an extension of his power and wealth. ✓ In 1486 Henry VII negotiated a treaty with France that removed all rules on French/English trade. This allowed English merchants to travel freely and trade with France. ✓ Next Henry established good trade in the Mediterranean especially with Florence so that he could compete with Venice (known for dominating the trade of luxury goods). ✓ The most important country that England could develop trading links with was Spain. Spain was pioneering overseas exploration to the New World. This was why Henry negotiated a marriage between his son and Catherine of Aragon. However this relationship never became formal and Spain did not share its trading links	Thinking like a historian What might these coins tell us about trade during Henry VII's rule? R1 What did the Tudors trade? R2 Where did the Tudors establish trade links? R3 How successful was Henry VII trade policy?	On a map shade in the places Henry VII traded. Red - tried but failed Green - traded successfully. Write sentences for/against Red - Know what trade is and some places the Tudors traded Yellow - Explain where Henry was successful and unsuccessful. Green - Offer a reason both for and against Henry VII being successful and unsuccessful in trade

ENQUIRY QUESTION: What were the causes of the war with Spain?

BIG IDEA Interpreting history: Secondary sources provide information by historians about the causes of the Spanish Armada. Some reasons all the historians include, other reasons only some include. This can help us to identify how significant a cause was.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that historians use primary sources to make interpretations	- Following the unsuccessful attempt of her grandfather to form a trade agreement with Spain a rivalry formed and England sent all their resources to fight Spain. - Throughout Queen Elizabeth's reign there was constant conflict with Spain. - The Spanish King, Phillip II, was the most powerful Catholic in Europe. He had been married to Mary I, and was desperate to see England return to Catholicism. For this reason, he launched an enormous invasion fleet to conquer England, known as the Spanish Armada. Phillip II had a force of 130 ships, and many believed the English had no chance of success.	Thinking like a historian What does this portrait show about Elizabeth's relationship with Spain? R1	Sort statements into four main reasons R4
Know that different secondary sources offer different viewpoints	- However, a combination of good fortune, English tactics and Spanish mistakes meant the Spanish Armada was soundly defeated. It is the greatest naval victory in English history. - Spain was considered a threat to the empire as they had better trade routes so Britain were keen to defeat Spain - In 1588 Philip attempted to launch an invasion of England. 130 Spanish ships were sent to invade England.	What was the war with Spain? https://www.bbc.co.uk/bitesize/guides/zqcn4j6/revision/5	Use table and sources to identify what historians think the causes were
Use secondary sources to identify main causes of the Spanish Armada		What is the difference between primary and secondary sources? Do all primary sources give us the same impression? What were the causes of the Spanish Armada? R2/R3/R4/R5	Mind map the causes in books.
			Red - Know that historians use primary sources to make interpretations. Yellow - know that different secondary sources offer different viewpoints Green - Use sources to identify main causes of Spanish Armada

HISTORY Y3 Summer 2: Week 4

ENQUIRY QUESTION: What were the consequences of the war?

BIG IDEA cause and consequence: After the war with Spain, England became a world- class power and Elizabeth position as queen was strengthened. However, trade declined due to the war as many ships were used for battle.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Name some consequences of the war	- Following the unsuccessful attempt of her grandfather to form a trade agreement with Spain a rivalry formed and England sent all their resources to fight Spain. - Sending resources to Spain meant that England had less money and poverty rose in England.	Thinking like a historian What does this portrait tell us about Queen Elizabeth and the war with Spain? R1	Photo - children match consequences of the war with the causes
Name multiple consequences of the war	- England could not trade because they were using all their vessels to fight Spain. This meant people did not have access to certain items they would have previously. This led to inflation as the cost of the products that could be traded went up. - The war with Spain also led to a rise in taxes to pay for the war meaning people had less money. - Woollen cloth trade was England's main export. There was a decline in demand and led to unemployment. This meant England were keen to establish new trading links. - The drain on Elizabeth's resources caused tension between her and parliament. Many English soldiers returned from battle injured and unpaid, this increased poverty. - Ultimately Britain won the war and this meant that Elizabeth was seen as a strong Military power; England became a key country in the trade routes and discovery of the 'new world'	What was the outcome of the war? R2	Group consequences into positive and negative.
Sort consequences into positive and negative		What is cause and consequence? What were the causes and consequences of the war? R3	Answer the question describing both the positive and negative consequences of war.
		Can you group the consequences into positive and negative?	Red - Name one consequence of the war Yellow - Name multiple consequences of the war Green - Explain multiple consequences of the war both positive and negative and link to the causes

ENQUIRY QUESTION: Did everyone benefit from Tudor trade?

BIG IDEA -Similarity and difference: The Elizabethan era was an era of exploration due to the queens drive for trade, power, wealth. In society, people's lives were different for the rich, middle class and the poor and therefore may have been more restrictive for some than others. Not everyone benefited in the same way from trade. Merchants traded goods such as Wool and cloth in return for wine and silk. They had a comfortable income, unlike the peasantry.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Know what poverty is -recognise the causes of poverty -Understand that trade did not impact everyone in the same way	✓ Growing trade and the defeat of the Spanish Armada meant that Britain was establishing itself as a growing power in the world. ✓ Good were traded in the country and outside the country ✓ However not everyone benefitted from the growing trade industry and Britain's rise in power. ✓ Peasantry are people who work on the land with low importance ✓ During the Tudor period there was a huge divide between the rich, the lower classes and the peasantry. ✓ Although the reign of Elizabeth I was considered the golden era there was a huge amount of poverty. ✓ Many factors contributed to the poverty levels in England: population size boomed, bad harvests which meant less food and so the price rose, trade was prevented due to the war with Spain, monasteries closed which used to support peasants. ✓ Trade affected different groups of society differently. ✓ The merchants were the people who traded goods and these were the main people who benefited. ✓ The lower class did not benefit as much from trade as their job was working the land in order to pay the landowners.	Thinking like a historian Were all Tudors the same? R1 Why was there an increase in poverty during the Tudor period? R2 What was life like for poor people during Elizabeth's rule? R3 What jobs did people have in the Tudor period? R4 Did all Tudor's benefit from trade?	Explain how depending on your status in society your job differed and therefore how you were affected by trade. Red - Know that not everyone lived the same in the Tudor period. Yellow- - Recognise the causes for increased poverty in England Green - Know that increased trade only impacted a small part of England as the rest still relied on the land.

HISTORY Y3 Summer 2: Week 6

ENQUIRY QUESTION: Trade was entirely successful and benefited everyone during the Tudor period. Do you agree?

BIG IDEA cause and consequence: Trade was not entirely successful and benefited some parts of society more than others.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Identify reasons trade was successful	✓ Trade was not entirely successful and benefited some more than others. ✓ In 1486 Henry VII negotiated a treaty with France that removed all rules on French/English trade. This allowed English merchants to travel freely and trade with France.	Thinking like a historian What might this map tell us about trade? R1	Complete end of unit quiz and answer enquiry question.
Identify reasons trade was not successful	✓ Next Henry established good trade in the Mediterranean especially with Florence so that he could compete with Venice (known for dominating the trade of luxury goods). ✓ The most important country that England could develop trading links with was Spain. Spain was pioneering overseas exploration to the New World. This was why Henry negotiated a marriage between his son and Catherine of Aragon. However this relationship never became formal and Spain did not share its trading links	Trade was entirely successful and benefited everyone during the Tudor period. Do you agree?	Red -List one reason why trade was successful/ not successful. Yellow- - Recognise multiple reasons trade was successful/ unsuccessful
Explain that trade did not benefit everyone in the same way	✓ During the Spanish Armada, trade declined as they could not import goods from other countries. ✓ Trade did benefit the merchants, but had little impact on the peasantry.		Green - Explain some reasons in depth.

Curriculum: Year 4 Teacher Expert Files

4



Year 4 History Autumn 1: Elizabeth Fry

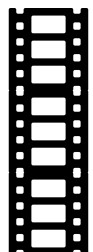
N.C. Expectations a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

Why is Elizabeth Fry historically significant?

VOCAB	Definition	Widgit
welfare	The health and happiness of a person/ group of people	 welfare
rehabilitation	Restoring someone's moral and rights after a crime.	 rehabilitation
punishment	Penalty or consequence for a certain behaviour or crime.	 punishment
humanitarian	Improving someone's welfare	 humanitarian
poverty	The state of being extremely poor	 poverty
justice	Fair behaviour or treatment	 justice

Videos & Additional Reading



- ✓ <https://www.calderlearningtrust.com/high-school/assets/Revision-Materials/History/knowledge-organisers/cp/3.-Industrial.pdf>
- ✓ <https://kidadi.com/education-learning/victorian-crime-and-punishment-ks2-explained>
- ✓ <https://www.elizabethfry.co.uk/History>
- ✓ <https://www.britannica.com/biography/Elizabeth-Fry>

Times in Her Life	
Early Life	Personal Life
 -Elizabeth Fry was born in Gurney Court, which is in Norwich, Norfolk. Her family were Quakers (a group linked to Christianity). Her family home was Earlham Hall. Her mother died when she was only 12, meaning Elizabeth had to look after her siblings.	 -Elizabeth met Joseph Fry in 1800, when she was 20 years old. -They married later that year, and had eleven children – five sons and six daughters. All but one of their children lived into adulthood.
Visiting Prisons	
 -When Elizabeth was 18, she was inspired by a preacher called William Savery, who persuaded Quakers to do good in their lives. -She started visiting prisons, believing that everyone deserved kindness. She visited many prisons and was shocked by how dirty and overcrowded they were. In some places, prisoners were treated badly by guards, and were forced to sleep on the floors. She was particularly worried by how women and children were treated in prisons.	
Prison Reformer	
 Elizabeth brought clean clothes for prisoners, and started a school for children who were in prison with their parents. Wanting to make prison conditions better, she campaigned to change the way prisoners were treated. She became one of the first women to speak in parliament, helping to create changes in the prison system. Queen Victoria liked Elizabeth Fry and even met with her a few times to discuss the issues in prisons.	

Links to previous learning

- ✓ Previously we studied significant people including Nelson Mandela, Emmeline Pankhurst and Mary Seacole who all impacted the lives of people around them.
- ✓ Last year we studied Emmeline Pankhurst who stood up for the right of women during the Victorian Era.

Big Ideas

- ✓ Historians use sources to form interpretations of history. Different sources give us different information to help historians form impressions of periods.
- ✓ Multiple reasons led to the increase in crime during the 19th century. This included the increase in poverty, over population and the growth in industry and trade.
- ✓ History is based on interpretations from different sources. The Victorians have been perceived as 'villainous'. However, primary sources highlight that crimes committed were far from villainous.
- ✓ Elizabeth Fry was shocked by the conditions of prisons. She not only reformed Newgate, but also travelled the country reforming other prisons and met with Queen Victoria to discuss prison reform.

ENQUIRY QUESTION: How can we order events on a timeline?

BIG IDEA - Chronology: Events/ periods of history can be place on a timeline in chronological order. BC and AD are key markers on a timeline.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Place both BC and AD events on a timeline. -Define BC and AD -Place events into BC and AD -Order events chronologically	✓ A timeline is a way of organising the chronology of things that have happened in the past, starting on the left. ✓ Timelines can be split into BC (Before Christ) and AD (Anno Domini) ✓ In BC the numbers start at 0 and move left (the numbers get larger). This period of history happened a long time ago. ✓ AD (Anno Domini), translates as 'in the year of the master'. It is after the birth of Christ (0) and the numbers move right along the timeline. The higher the AD year, the more recent it has happened. ✓ Chronology is the study of time - putting things in order of when they happened. Starting with the oldest and ending with the newest.	• Think like a historian' Which periods of time are older more recent? How do you know? - R1 What is a timeline used for ? - R2 What does BC and AD stand for? - R3 Can you place these events in chronological order? - R4	Chronology: Children place events in chronological order on the timeline Vocabulary: Children write a sentence next to three words using the words in context Red - Define BC and AD Yellow - -Place events into BC and AD Green - Order events chronologically

ENQUIRY QUESTION: Why does the crime rate increase during the 19th century?

BIG IDEA: Cause and consequence: Multiple reasons led to the the increase in crime during the 19th century. This included the increase in poverty, over population and the growth in industry and trade.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Recognise that events have multiple causes - Know crime rates increased after 1815 - List some reasons for the increase in crime - Explain causes for the increase	✓ Crime rates increased from 1815 before declining after 1850. ✓ Multiple reasons explain the increase in the crime during this era. ✓ This was the time of rising food prices, poverty and unemployment after the the end of the wars with France. ✓ Rapid rise in population after 1750 means many more potential offenders and victims. ✓ Growth of industry and trade means there were more goods for people to steal. ✓ City centres became over crowded so assault became more common. Poor lodging houses crammed together made it easier to steal people's possessions. Crowded neighbourhoods were more difficult to police. ✓ Poverty and the distress people faced during times of high unemployment created a steep rise in crime. ✓ In 1815 the Napoleonic wars ended and thousands of soldiers returned to Britain without work. Between 1815 and 1822 wages fell by 1/3. The rising price of bread also added to the distress of labouring families.	• Think like a historian' What can we learn about crime and punishment from this line graph? - R1 Which of these statements are true/ false? - R2 What caused the biggest changes to crime and punishment during the 19th Century? Which one do you think is most likely to be the case. - R3	Write a paragraph explaining the possible causes for the increase in punishment during the 19th century. Red - Know that crime increased in the 19th century Yellow - list reasons explaining the increase in crime Green - Explain multiple causes for the increase in crime.

ENQUIRY QUESTION: What was crime and punishment like in the Victorian Era?

BIG IDEA - Interpreting history: History is based on interpretations from different sources. The Victorians have been perceived as 'villainous'. However, primary sources highlight that crimes committed were far from villainous.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Recognise that history is based on interpretation. - Infer crimes committed in the Victorian Era - Describe punishments given - Explain what we can understand about crime and punishment from sources.	✓ During the Victorian Era, there was a steep increase in crime after 1815. ✓ The crimes committed were not as villainous as what has been portrayed, ✓ The most common crime is petty theft. ✓ Violent crime was rare – Only 10% Murder rate was low. ✓ Some professional criminals who planned crime but most was opportunistic and committed by first time offenders. Poor people who had been driven to crime through desperation. ✓ Victorian punishments were strict and severe. ✓ For the first time in history, prisons became the main form of punishment in this period. ✓ Many criminals were sent to Australia for hard labour ✓ Different types of punishment included hard labour, which many people believed would stop people committing crimes in the future and the crank and treadmill, where people would be forced to do pointless exercises such as turning a crank 10,000 times a day. ✓ Other forms of punishment included: fines, hanging, or being sent to join the army.	Thinking like a historian What do you think punishment was like in the Victorian Era? R1 What can we learn from these primary and secondary sources about crime and punishment in the Victorian Era? What types of crimes were being committed? Should the Victorians be described as villainous? R2 What were the punishments? Did they fit the crime? R3 R4 How were children punished during the Victorian Era? R5	Write a sentence under each source explaining what it shows us about crime and punishment in the Victorian era, Red - Know that different sources can say different things, Yellow - Challenge views using primary sources, Green - Independently use primary sources to offer view about crime and punishment in the Victorian Era,

HISTORY Y4 AUTUMN 1: Week 4

ENQUIRY QUESTION: Who was Elizabeth Fry and how did she reformed prisons?

BIG IDEA - Cause and Consequence: Elizabeth Fry was shocked by the conditions of prisons. She not only reformed Newgate, but also travelled the country reforming other prisons and met with Queen Victoria to discuss prison reform.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that a combination of reasons can be used to explain how something happened. - Order the events in Elizabeth's life - Identify most significant events - Explain why these are significant	✓ 1780 Elizabeth Fry born in Norwich. ✓ Raised a Quaker - taught to care for the sick. ✓ 1800 married Joseph Fry and moved to London. ✓ Had 11 children between the years of 1801 and 1822. ✓ 1816 visited Newgate Prison - disgusted by the conditions. ✓ 1817 formed Ladies Association to help reform Newgate Prison. ✓ Elizabeth Fry visited Newgate Women's Prison in 1816 and was shocked to see the conditions - many women were sat on the floor, didn't have clean clothes, their children were with them and they were starving. The children in the prison did not receive any education or healthcare. ✓ 1817 enlisted the help of 10 of her friends to form an association to pursue humanitarian causes and justice ✓ Organised schools for the children of female prisoners and knitted and sewed clothing for them. ✓ 1826 travelled the country reforming other prisons. ✓ 1840 met with Queen Victoria to discuss prison reform. ✓ Helped establish nursing laws. ✓ Died in 1845	Thinking like a historian What can we learn from this picture about Elizabeth Fry? R1 Who was Elizabeth Fry? R2 How did Elizabeth reform prisons? R3	Research and answer questions about Elizabeth Fry Identify what events were significant/why. Create a timeline of significant life events. R4 Red - Identify one reason prisons were reformed Yellow - Identify multiple ways Elizabeth was able to reform prisons. Green - Explain why these events were significant.

ENQUIRY QUESTION: Why is Elizabeth Fry historically significant?

BIG IDEA - Significance: Elizabeth Fry is historically significant, as she has had an impact on what prisons are like today. The affects of what she did are still relevant today.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that historical significance is based on the relevance of their achievements today. - Know what punishment was like in 1815 - Know what changes took place after Elizabeth's reforms. - Make comparisons with punishment today.	✓ There have only ever been three women to feature on the back of Britain's banknotes since 1975 and Elizabeth Fry is one of them. ✓ Historical significance is based on memory, effect, novelty and applicability. ✓ Elizabeth Fry changed the quality of welfare during Victorian times. ✓ Campaigned against capital punishment - the death penalty. ✓ Spoke in parliamentary commission on the conditions of prisons in 1880. ✓ She continued her welfare work throughout her life and began to establish nursing laws and prison reform. ✓ First woman to present evidence in parliament, which led to changes in policies and began to make Britain a welfare state. ✓ Crimes which carried the death penalty was reduced from over 200 to just 5. ✓ As a result of Fry's work Ladies' committees were set up to support women in prison all over Europe. ✓ She significantly reduced the number of crimes, which you could be hung for. ✓ She improved the condition in women's prisons all over the country. ✓ She began the process of rehabilitation of prisoners which is carried on today.	Thinking like a historian What can we learn from £5 note? R1 What was the punishment system like before Fry's reforms? R2 What was the punishment system like after Fry's reforms? R3 What is the punishment system like today? R4	Compare what punishment was like before and after Elizabeth Fry's reforms. Write notes around two images. Red - Identify two differences before and after Elizabeth's reforms. Yellow- Explain how these changes make her historically significant today Green - Use detail to highlight the changes that have taken place.

ENQUIRY QUESTION: Why is Elizabeth Fry historically significant?

BIG IDEA - Significance: Elizabeth Fry is historically significant, as she has had an impact on what prisons are like today. The affects of what she did are still relevant today.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that historical significance is based on the relevance of their achievements today. - Describe what prisons were like in 1815 - Describe what changes took place - Explain how Elizabeth contributed to these changed.	✓ There have only ever been three women to feature on the back of Britain's banknotes since 1975 and Elizabeth Fry is one of them. ✓ Historical significance is based on memory, effect, novelty and applicability. ✓ Elizabeth Fry changed the quality of welfare during Victorian times. ✓ Campaigned against capital punishment - the death penalty. ✓ Spoke in parliamentary commission on the conditions of prisons in 1880. ✓ She continued her welfare work throughout her life and began to establish nursing laws and prison reform. ✓ First woman to present evidence in parliament, which led to changes in policies and began to make Britain a welfare state. ✓ Crimes which carried the death penalty was reduced from over 200 to just 5. ✓ As a result of Fry's work Ladies' committees were set up to support women in prison all over Europe. ✓ She significantly reduced the number of crimes, which you could be hung for. ✓ She improved the condition in women's prisons all over the country. ✓ She began the process of rehabilitation of prisoners which is carried on today.	Thinking like a historian What can we learn from banknotes? R1 What was the punishment system like before Fry's reforms? What was the punishment system like after Fry's reforms? What is the punishment system like today?	End of term quiz End of term assessment question. Red-List what prisons used to be like. Yellow- Describe changes that took place considering at least two changes and how Elizabeth contributed to this change. Green - Use sources to describe what prisons were like before reforms.

Year 4 History Autumn 2: Ancient Mayans

N.C. Expectations: The achievements of the early civilisations

Key Enquiry Question

"The achievements of the Ancient Mayans were similar to the Ancient Egyptians." Do you agree?

Big Ideas

- ✓ The Ancient Mayans had a social hierarchy: kings were at the top and slaves were at the bottom.
- ✓ Most of what historians know about the Maya comes from what remains of their architecture and art, including stone carvings and inscriptions on their buildings and monuments.
- ✓ The achievements in Ancient Mayan society were irrigation and drainage, writing in hieroglyphs, a number system, medicine, astronomy and calendars.
- ✓ There are similarities between Ancient Egyptian and Mayan achievements.

Links to previous learning

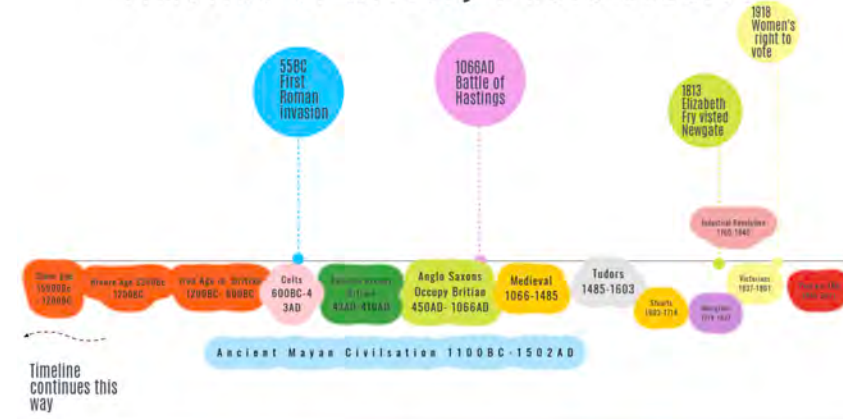
- ✓ Last year we learnt about the achievements of the Ancient Egyptians which included: developments in maths, building structures and writing in hieroglyphs.
- ✓ Much of what we know about ancient civilisations comes from archeological evidence including monuments, objects and artefacts that have been recovered from archaeological sites.

VOCAB	Definition	Widgit
Ancient	A period of history thousands of years ago	
Absolute monarchy	A ruler that has complete power	
Polytheists	A belief in many gods	
Civilisation	A developed and organised society that is considered advanced	
Social hierarchy	Organised groups into society	
Slave	A person who is owned and forced to work for someone	

Videos & Additional Reading

- ✓ <https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg>
- ✓ <https://www.historymuseum.ca/cmcl/exhibitions/civil/maya/mmc01eng.html>
- ✓ <https://www.dkfindout.com/uk/history/mayans/>

Timeline of History I have studied



ENQUIRY QUESTION: What does ancient mean?

BIG IDEA - Chronology: Ancient civilisations are periods of history that took place thousands of years ago. These ancient civilisations had characteristics of an organised society.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Sort events into BC and AD on a timeline -Recognise which events are ancient - Recognise the similarities and differences between different periods of history.	✓ Placing events in chronological order allows us to see how the world has changed overtime. ✓ Ancient history refers to history that happened thousands of years ago and is no longer in existence. ✓ An ancient civilisation is the first settled and stable communities. ✓ The eight features of civilizations include cities, organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. ✓ Ancient civilisations often spanned a long period of history.	Thinking like a historian Did these take place at the same time? R1/R2/R3 Are all periods of history the same length? How long ago were the Ancient civilisations? What were the features of these societies? How are they similar/ different?	Make a timeline of periods of history and events on the playground/ in the hall. Emphasise how long ago ancient was and how long these periods of history lasted. R4 Match key words and definitions. Write three words in context Red - -Sort events into BC and AD on a timeline Yellow- Recognise which events are ancient Green- Recognise the similarities and differences between different periods of history.

ENQUIRY QUESTION: What was it like in Ancient Mayan society?

BIG IDEA -Similarity and difference: The Ancient Mayans had a social hierarchy and organised themselves in a way that gave everyone different responsibilities. Kings were at the top of society and slaves were at the bottom.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Know that the Ancient Mayan society had a hierarchical structure - List the different jobs people did in the Ancient Mayan society - Explain how life was not the same for everyone	✓ The Ancient Mayan society was thought to have started around 2000BC and ended in 250 AD ✓ They lived in Mesoamerica, which includes countries such as Mexico, Guatemala, northern Belize and western Honduras. . ✓ Mesoamerica is in the central region of the North American continent ✓ Mayan society was organised into city states. Each city state had its own king who had complete control over his subjects. ✓ This was known as absolute monarchy. ✓ City states would trade but also go to war. ✓ Life was not the same for everyone living in Mayan society. ✓ There was a social hierarchy with kings/ priests at the top followed by rulers, nobility, warriors, craftsmen, farmers and least importantly slaves. ✓ Each section of society fulfilled different responsibilities within the society.	Thinking like a historian What does this tell us about life in Ancient Mayan society? R1 Who were the Ancient Mayans? Where did they live? R2/ Google Earth How was Ancient Mayan society governed? R3 What was the structure of society like? Was life the same for everyone R4/R5	Annotate pyramid diagram. Write a short paragraph explaining the difference in society structure. R6 Red -Know that the Ancient Mayan society had a hierarchical structure Yellow- - List the different job people did in the Ancient Mayan society Green- Explain how life was not the same for everyone

ENQUIRY QUESTION: What did the Mayans believe in and how do we know it was an important part of their life?

BIG IDEA - Interpreting history: The Ancient Mayans were polytheists who believed Gods had a direct affect on their daily lives. We know how central these beliefs were to their lives, as monuments of the Gods were made and there are also paintings and carvings made of human sacrifice.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know that the Mayans were polytheists - Describe some of their Gods and what they were responsible for - Explain how we know their beliefs were an important part of their life.	✓ Mayans believed that the gods had a direct affect on their daily lives and their ability to make decisions. ✓ They had lots of different gods (god of maize, sun, fire etc). ✓ People gave offerings and blood/human sacrifices to the gods. ✓ Men, women, children and animals could be sacrificed. Often enslaved humans or captives from other cities. ✓ They believed that if they didn't give sacrifices that the sun would not rise and the world would end. ✓ They believed in an afterlife and an underworld.	Thinking like a historian What can we infer from this? What do you think it is? R1 What did the Ancient Mayans believe in? R2 How do we know religion was important to them? R3	Write under the picture, what it tells us about ancient Mayan beliefs and how we know it was an important part of their life. R4 Red - Know that the Mayans were polytheists Yellow - Describe some of their Gods and what they were responsible for Green - Explain how we know their beliefs were an important part of their life.

ENQUIRY QUESTION: How do we know about the Ancient Mayans who existed so long ago?

BIG IDEA - Similarity and difference: Historians know about the Ancient Mayans from remains of architecture, stone carvings and descriptions on buildings and monuments. Historians have used these when constructing a picture of what life was like.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know historians a range of sources to learn about the past. - Know that different sources tell us different things. - Interpret artefacts using descriptions	✓ Most of what historians know about the Maya comes from what remains of their architecture and art, including stone carvings and inscriptions on their buildings and monuments. ✓ Ancient Mayan buildings and palaces have given historians information about Mayan belief and their society structure. ✓ The buildings were covered with carvings and statues to honour their gods as well as to commemorate their kings. ✓ Inscriptions on monuments show that the Mayan society was advanced, as they had developed a system of communication in writing. ✓ Artefacts also tell us about the Mayan belief and significant individuals in Mayan society. ✓ Many of the artefacts found in Mayan society are similar to objects we see today.	Thinking like a historian What did this find tell historians about Ancient Mayan society? R1 How do we know about the Ancient Mayans that happened so long ago? R2 What can we learn from these primary sources? R3 How are these similar to objects we use today? R4	Photo lesson Interpreting sources Red - Know historians a range of sources to learn about the past. Yellow - Know that different sources tell us different things. Green - Interpret artefacts using descriptions

ENQUIRY QUESTION: What were the achievements of the Mayans?

BIG IDEA - Significance: The Ancient Mayans had numerous achievements which enabled them to become an advanced civilisation of their time. Many of these achievements still apply to us today.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-know the achievements of the Ancient Mayans -identify the most and least important achievements -understand why they are significant	✓ The achievements in Ancient Mayan society were irrigation and drainage, hunting tools, pottery, writing in hieroglyphs, a number system, medicine, astronomy and calendars. ✓ The significance of an achievement can be identified by the number of times it is mentioned and the amount of depths attributed to it in a historical text.	Thinking like a historian What can we infer about the achievements of the Mayans from these sources? R1 What were the achievements of the Ancient Mayans ? R2 How is this similar and different to our life today?	Read texts based on achievements. Complete the tick box. Write a paragraph on achievements explaining most to least significant. R2/R3 Red - know the achievements of the Ancient Mayans Yellow - identify the most and least important achievements Green - understand why they are significant

ENQUIRY QUESTION: “The achievements of the Ancient Mayans were similar to the Ancient Egyptians.” Do you agree?

BIG IDEA - Similarity and difference: Both civilisations were advanced civilisations with numerous achievements. There are both similarities (building of structures) and differences (use of pyramids) between Ancient Egypt and the Ancient Mayans.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Recall key features of Egyptian and Mayan Achievements - Compare the similarities and differences between these civilisations - Include factual historical detail	✓ Similarities can be drawn between Ancient Egypt and the Ancient Mayan civilisation with both civilisations developing around 3500BC ✓ Both civilisations had building structures that were similar in particular, their use of pyramids for burial and religious purposes. ✓ Both civilisations devised the concept of 0 in maths and other mathematical concepts. ✓ Both civilisations were polytheists who placed Gods at the centre of their existence. ✓ They also both used symbols to communicate when writing. ✓ However, the use of the pyramids built in Ancient Mayan society and Ancient Egyptian society was different. The Ancient Mayans used it for religious reasons, whereas in Egypt it was used as a tomb.	Thinking like a historian What is similar and different about these images R1 What similarities can you think of between Ancient Egypt and the Ancient Mayan society? What differences can you think of between Ancient Egypt and the Ancient Mayan society? How is this similar and different to our society today.	End of term quiz and answer to the key question Red - Recall key features of Egyptian and Mayan Achievements Yellow - Compare the similarities and differences between these civilisations Green - Include factual historical detail

Year 4 History Spring 1: The Romans

N.C. Expectations: The Roman Empire and its impact on Britain

Key Enquiry Question

How did the Romans influence life in Britain?

VOCAB	Definition	Widgit
senate	Government of Ancient Rome	
settlement	A place where people establish a community	
invasion	An unwelcome intrusion of another's area or domain	
empire	A large group of states or countries ruled over by one monarch or state	
legacy	Something handed down from one period of time to another	
rebellion	Armed resistance against a government or leader	

753BC  The building of Rome begins: legend says Ancient Rome was founded by brothers; Romulus and Remus.	510BC  Rome becomes a republic - The people of Rome overthrow their conquerors so they can elect their own	130BC  The Romans conquer Greece and most of Spain to expand their empire	54BC  Emperor Julius Caesar leads the first invasion of Britain winning the to Rome.	0BC/AD  Jesus is born	AD43  Emperor Claudius leads the final, successful invasion of Britain.
61AD  Boudicca, Celtic Queen of Britain leads the revolt against Rome. Her army destroys the capital of Roman Britain, but she is defeated.	71AD  The Romans conquer northern England and take control of the land	122AD  The Roman's begin building Hadrian's wall to keep the unconquered Scots out of England.	235-285AD  Over 20 Roman emperors killed. Emperors usually fought in their own armies so it was a dangerous job.	430AD  Roman rule in Britain ends. The Romans left Britain to defend their homeland in Italy which was being threatened by	455AD  The sack of Rome. Vandals destroy Rome. This was the first time Rome had been defeated in 800 years.

Big Ideas

- ✓ Roman Britain was part of a huge empire which lasted for hundreds of years from 43AD - 410AD
- ✓ There are different interpretations as to why Claudius invaded Britain. Some historians believe it was due to the material wealth; others believe it was to increase his popularity.
- ✓ Britain was not uncivilised when the Romans arrived. However significant changes did take place. Comparisons can be made between Iron Age and roman settlements.
- ✓ The Romans left a lasting legacy on Britain that we still see today. Roads, calendars, Roman numerals and even the start of Christianity originated during the Roman period.
- ✓ We know about the Romans from archaeological evidence and the writings of Tacitus (a Roman historian)

Links to previous learning

- ✓ **Settlement** - During the Iron Age, families lived in round houses. These were simple one room houses with thatched roofs and walls made from wattle and daub
- ✓ **Archeological evidence** - Most of the information we know about Pre history comes from archaeological evidence. Historians have used this to make deductions about the past.
- ✓ **Religion** - There is evidence of paganism during Prehistory.
- ✓ History changes and develops overtime e.g Hunter gathering changed to farming during the Neolithic era.

Videos & Additional Reading

- ✓ <https://www.keystagehistory.co.uk/Resources/O2-3-1r2.pdf>
- ✓ <https://youtu.be/SajyHgTy3E>
- ✓ <http://www.primaryhomeworkhelp.co.uk/Romans.html#2>

ENQUIRY QUESTION:**Where do we place the Romans on our timeline of Britain?****BIG IDEA - CHRONOLOGY:** The Romans were in Britain before the Anglo Saxons. Prior to the Romans in Britain was the Bronze Age.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Locate the Romans in time, in relation to the Bronze Age and Anglo-Saxons Use the key vocabulary for the unit accurately Relate new vocabulary to multiple historical contexts	Use chronological understanding to locate the Romans in history. ✓ Vocabulary is specific and can help us to understand historical concepts and describe ideas accurately. ✓ Some vocabulary can relate to specific eras ✓ Some vocabulary is used in many historical contexts e.g. raiders, settlers, ✓ Some vocabulary relates to an abstract concept which applies to many historical contexts e.g. monarchy, empire, invasion ✓ The First Roman emperor who attempted an invasion in Britain was Julius Caesar in 55BC ✓ However, successful invasion did not take place until 43 AD. ✓ The Romans came before the Anglo- Saxons and came after the Iron Age in Britain.	'Think like a historian' What do you already know about the Romans? Image (See R1) Where do the Romans fit on our timeline of Britain ? Timeline Who came before? What did you learn about the Iron Age last year? Who came after? How strong is your chronological understanding? True and false sorting activity (See R4) Why do we learn new vocabulary? What does it make you think of? When have we seen this before? What is the definition? Can you think of any synonyms? How would you use this word in a sentence? Match definition to word activity	Chronology Outcome Identify Romans, Bronze Age, Anglo-Saxons on timeline in books. (R2 & R3) Vocabulary outcome Write six sentences next to the widget, using the word in context. Red use the key <u>vocabulary</u> in sentences accurately. Yellow use the key vocabulary accurately within sentences with some references to historical context Green use new vocabulary in sentences referencing historical context E.g. <u>Trade</u> links established between the Victorians and India through the East Indian Teacompany.

ENQUIRY QUESTION:**Why did the Romans invade?****BIG IDEA - CAUSE AND CONSEQUENCE:** There are numerous reasons why Claudius invaded Britain: his desire to prove himself due to his setbacks; desire to acquire the material wealth Britain had to offer.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Children identify two reasons why Claudius invaded Britain. - Make links with the Romans growing empire. - Use interpretations to identify most significant reasons.	Understand why Claudius invaded Britain using historian's interpretations. ✓ The Roman Empire included Western Europe, the Middle East and North African regions. ✓ Emperor Caesar was the first emperor to invade Britain. ✓ Claudius had a speech impediment and a limp. He was treated with disdain from his family and was not considered to be a future emperor. ✓ He was made emperor when Caligula was assassinated, even though the senate held out against this for two days., ✓ He had a difficult relationship with the senate. ✓ These contributed to his desire to prove himself and therefore undertake an invasion of Britain. ✓ In 43 AD Claudius undertook the invasion of Britain. ✓ There are multiple reasons historians believe Claudius invaded Britain for money, land or fame/popularity.	'Think like a historian' What does this map show? Image (R1) What is an empire? Where was Rome ? What was the Roman Empire? What did it look like? Who was in Charge? Outcome 1 Who was the first emperor to invade Britain? Why do you think he invaded? Who was Claudius? What do we know about how he came to be emperor? Image (R4) Why did he invade Britain ? Organising cards activity (R2) Interpretations sheet (R3)	Identify Rome and Britain on map of the Roman Empire. Sort cause cards into categories War, Money, Fame, Popularity (R2) Interpretations sheet - what do different historians say? (R3) Write a paragraph explaining why Claudius invaded Britain. Red Children identify two reasons why Claudius invaded Yellow Make links with the Romans growing empire. Green Use interpretations to identify most significant reasons.

ENQUIRY QUESTION: Why did Boudicca stand up to the Romans?

BIG IDEA - CAUSE AND CONSEQUENCE: The causes of the rebellion were: the Romans stole their money, took their food, ill-treated Boudicca/her family. attacked homes and farms and killed people.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Sequence events from the Boudicca Rebellion	Identify the causes of the Boudiccan rebellion ✓ When the Romans invaded Britain they introduced lots of changes: took over Celtic land, turned people into slave, introduced taxes) ✓ Some Celts revolted - Boudicca's Rebellion. Boudicca was a Celtic Queen. When her husband King Prasutagus died, he named the Roman Emperor; his wife and his daughters as heirs but the Romans took everything, beat Boudicca, her daughters enslaved the Celts. ✓ Boudicca joined forces with neighbouring tribes, sacked the Roman cities of St Albans, Colchester and London, capturing and burning any Roman she found. ✓ The Roman governor and army trapped Boudicca and outnumbered ten to one. ✓ Romans overthrew Celtic rebels reporting Boudicca killed herself with poison. ✓ Tacitus, a Roman Historian, provides some of the best written history of what life was like in Roman Britain in his Annals (written within his living memory but told in a dramatic fashion). See his account of Boudicca's rebellion. Consequences. ✓ The Roman governor only just avoided the loss of the province. ✓ Roman Governors could now introduce their own laws ✓ There were no rebellions for the next 350 years. ✓ After this, the Romans punishment was even more extreme.	'Think like a historian' Why do you think this was built? Image Boudica (R1) Who was Boudicca? What did she do? Story (R2) Boudica video clip: https://www.youtube.com/watch?v=eC7ONgTJGKw Order events pinpointing where she had more/less control (R3) What were the turning points in the rebellion? What were the causes of Boudica Rebellion? Interpretations (R5) What were the consequences?	Sequence events of Boudiccan rebellion (R3 & R4) Write causes and consequences for the rebellion. Red Sequence events in Boudica's rebellion Yellow-List some causes and consequences of Boudiccan rebellion. Green- Use interpretations to identify most significant causes and consequences of her rebellion.

ENQUIRY QUESTION: How did settlements evolve when the Romans arrived in Britain?

BIG IDEA - CONTINUITY AND CHANGE: Settlements changed from Celtic round houses to a complex Roman functioning town.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Identify key features of a Roman town.	Understand key features of a Roman settlement. ✓ Iron Age settlements: Round houses, made their own tools, women cured meat. ✓ A typical Roman town soon grew up after the invasion in 43AD. ✓ Towns were administrative centres where the provinces could be controlled. They also provided markets, industries and were places of trade. ✓ There were 25 towns built. ✓ Towns were laid out in square or rectangular shapes. ✓ They ran from North to South and East to West. ✓ Protecting the entrances were four main gates. ✓ Roman Towns had: baths, shops, Basilica, amphitheatre, temples and aqueducts.	'Think like a historian' What information did this give to historians? Image (R1) What did Iron Age settlements look like? Images (R2) What did Roman towns look like? Images (R3) What buildings would have been in a typical Roman town? Cards with information about Roman town (R4) Where in the town would they have been built and what did they look like?	Pupils label a Roman town. (R5) Write a sentence about the roads and other elements not mentioned on the diagram Red Identify key features of a Roman town. Yellow- Explain what the key features of the town were used for. Green-Describe the change that took place when the Romans arrived.

ENQUIRY QUESTION: Why did the great Roman empire come to an end?

BIG IDEA - CAUSE AND CONSEQUENCE: A range of factors have been identified as the cause of the fall of the Roman Empire. These include: military over reach, invasions, and lack of funds to run the empire.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
List three reasons why it came to an end. Draw links between the reasons. Identify the most significant reasons using interpretations.	To understand why the Roman Empire came to an end in Britain. ✓ Historians offer numerous explanation to why they believe that the Roman Empire ended. ✓ These are as follows: ✓ Military over reach- the empire was so vast that it was bound to come under threat. ✓ Hadrian's wall was built to stop the Picts(people from Scotland)attacking. It marked the boundary of their land in Britain. ✓ Overtime this became harder to maintain and defend and morale of the Romans decreased. ✓ Invasions - by hunns and Visigoths from Northern and Central Europe. ✓ Inflation and increase in taxation. ✓ Corruption and political incompetence ✓ The cost of maintaining bridges, roads and aqueducts. ✓ Cost of games such as gladiators in amphitheatres meant the government diverted money it should have spent on the army.	'Think like a historian' What does this image suggest about why the Roman Empire came to an end? Image (R1) Was this the only reason ? Interpretations (R2) Can you see an example of this in Britain? Why did the Roman Empire come to an end?	Pupils look at main interpretations (R2) to why Roman Empire came to an end. Can they draw links between them. Write a paragraph explaining why the Roman Empire came to an end. Red List reasons why the Roman Empire came to an end Yellow- Draw links between the reasons Green-Identify the most significant reasons using interpretations.

ENQUIRY QUESTION: How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?

BIG IDEA - CONTINUITY AND CHANGE: Many things we see today have been influenced by the Romans such as: calendars, roads, Roman numerals, language, viaducts and Christianity.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
List legacies left by the Romans. Identify most significant legacies and explain why.	Understand the legacy of the Roman Empire in Britain ✓ The Romans have left many legacies in Britain, which suggest their idea were ahead of their time. ✓ This includes, Roman numerals on watches, Roman roads, calendar, central heating, aqueduct, railway tracks, same width as chariot wheels.	'Think like a historian' Which of these are legacies from the Romans? Images (R1) Story (R2 & R3) What are the most significant legacies left by the Romans? Significance Rank (R4)	Knowledge assessment: Complete multiple choice quiz on the core knowledge for the term. (R6) 'Thinking Like a Historian' Assessment: Extended piece of writing to answer the enquiry question Red List legacies left by the Romans Yellow- List most significant legacies and explain why. Green-List most significant and explain why.

Year 4 History Spring 2: The Stuarts

N.C.Expectations: a study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066

Key Enquiry Question

Is a monarchy always positive?

Vocabulary	Definition
 monarch	The King or Queen of a country
 heir	A person legally entitled to the property or rank of another on that person's death
 parliament	A lawmaking group in the government of the UK
 Catholic	A member of the Roman Catholic Church
 civil war	A war between people in the same country (Parliamentarians and Royalists fought over governance and religious freedom)
 discrimination	The prejudicial treatment of different categories of people e.g. race, religion

Big Ideas

- ✓ In the Stuart period, the monarchy had much more power than they have now.
- ✓ After the reformation of the Tudor period, there was a lot of instability of religion: many people were killed for being a Catholic.
- ✓ Monarchies during this period of history believed they were chosen by God and therefore they could face consequences for their decisions. This results in many people, like the peasants, disliking the kings.

Links to previous learning

- ✓ Stuart

Videos & Additional Reading

- ✓ <https://www.youtube.com/watch?v=uvy-Dy3D8Fc>
- ✓ <https://www.youtube.com/watch?v=4OGtNjcnSMk>
- ✓ <https://www.bbc.co.uk/bitesize/articles/z47cydm>
- ✓ <https://www.bbc.co.uk/bitesize/topics/zk4cwmn/articles/zxxgg7h>



ENQUIRY QUESTION:
How are the Tudors and Stuarts related?

BIG IDEA - Chronology-The crown (title of King or Queen) is passed from one descendant to the next. Our royal family is related to, and are descendants of, previous kings and queens. The Stuarts succeeded the Tudors.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand how the monarchy is passed through a family - Locate the Stuart era in history. - Know that the monarchy is passed down through a family. - Explain how James I is related to the Tudors.	- Some vocabulary relates specifically to its historical context - One specific word can make meaning in context very clear - Use the most appropriate word makes meaning clear - Use definitions from knowledge organisers of key vocabulary - The Stuarts were the first kings of the United Kingdom. King James VI of Scotland became King James I of England, combining the two thrones for the first time. - The Stuarts came after the Tudors and were a new dynasty of monarchs Monarchy is the king/queen of a country and their family. - The period ran from 1603 to 1714. It ended with the death of Queen Anne. - Royal families are related and our current queen is a descendent of Henry VII and James VI - James I was the Scottish line of the Royal family. Elizabeth had no children so the line went back to her father (Henry VIII) and he is sister Margaret of England's Great Great Grandson after his mother Mary Queen of Scots was previously beheaded.	How do the stuart's relate to the period of history I have already studied? R1 Show how the Tudor dynasty ended and then the Stuart era began. How are royal family's related? R2 watch from 4.50-10 mins Where do the Stuarts fit into history? R3	Label the family tree from Henry VII to James I Write 3 sentences next to the widget (highlighted in yellow), using the word in context. Red use the key <u>vocabulary</u> in sentences accurately. Yellow- Recognise the concept of monarchy and how it is passed down through generations Green- Use the development of monarchy concept to understand how the Stuarts into history.

ENQUIRY QUESTION:
Why was James I and VI significant?

BIG IDEA -Significance- James I was significant because he was the first King of both England and Scotland. He united the two countries.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand why James VI of Scotland became James I of England - Understand how James I/VI fits into the royal family. - Know that James I was the first king of England and Scotland. - Explore different opinions of James I.	- Elizabeth I never married or had children, so when she died in 1603, she did not leave an heir to the throne. - James' mother, Mary Queen of Scots, had been a strong Catholic and was executed by Elizabeth I for plotting to assassinate her and replace her as queen. Despite his mother being killed by Elizabeth, James VI was willing to become king of both Scotland and England. - This meant that the crown was passed to James VI of Scotland who became James I of England. This was also called the 'union of the crowns.' - This 'union of the crowns' between Scotland and England was the first step in the creation of Great Britain. - There is much debate about whether James I was a good king or a bad. He united England, but not everyone liked. Many people thought he was weak. - James believed lots of people loved him and wanted him to be King	Thinking like a historian. How was James related to the previous Queen Elizabeth I? R1 When did England and Scotland Join? R2 and R3 What were people's opinion on James? R4/5	Write a paragraph summarising how James I became the King of England and Scotland. Red Explain how James is the next heir to the throne Yellow- Make links between the Stuarts and the Tudors Green- Use sources to understand differing opinions of James I/IV

ENQUIRY QUESTION: How can sources change opinions of history?

BIG IDEA - Interpreting history: There are conflicting views of the gunpowder plot based on sources from this time. We need to use sources to form a picture of what happened.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To use historical sources to understand the different theories of the Gunpowder Plot ✔ Use a range of sources from a period. ✔ Explore the meanings of different source, discussing if they support an opinion. ✔ Understand a range of interpretations of sources.	✔ Despite being married to a Catholic queen, and his late mother being a Catholic, James I did not let Catholics practise their religion freely. ✔ James I reintroduced harsh laws against Catholics. ✔ In reaction to this oppression and discrimination, the gunpowder plot was born.The idea was that they would then take over the country. ✔ There is much debate about if Guy Fawkes was set up in the Gunpowder powder Plot and actually did not carry out an attempt on James I's life. ✔ Although Fawkes confessed, many people believe that this was a false confession because he was tortured before admitting the attempting to kill the king. His signature changed vastly between the time before the torture and after. ✔ Many people were trying the prove to James I that he needed to be harsher on catholics.	Thinking like a historian What does this signature tell us? R1 What were the widely believed events of the Gunpowder plot? R2 What are the conflicting theories of the Guy Fawkes plot? R3 What do sources from this period tell us? R4 What can we infer from these sources? R5	Photo lesson of the children analysing sources and sorting them into theory 1 or theory 2. Red Know that sources can give differing opinions Yellow- Recognise that we can use multiple sources to form a historical opinion Green- Use a variety of sources to form an opinion exploring the provinance

ENQUIRY QUESTION: Why was Charles unpopular?

BIG IDEA - Cause and consequence: Charles was an unpopular monarch because he did not value his people or parliament. This resulted in the peasant revolting against him.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand why Charles I was unpopular ✔ Know that Charles I was not a popular king. ✔ Use sources to consider what made Charles I unpopular. ✔ Draw inferences of how people felt towards the king during Charles' reign.	✔ James I's eldest son died unexpectedly, making Charles I the next king. Charles I wanted to rule with absolute power; refusing to listen to Parliament, ruling from 1629-1640 without calling Parliament once. ✔ Charles I made many unpopular decisions, including an expensive war in Europe, taxing the people without parliament's permission and bringing increasingly Catholic rituals in the church. ✔ Charles believed that Kings were chosen by god therefore he could do what he liked.	Thinking Like a historian What can we assume about Charles I? R1 What made Charles unpopular? R2 What do sources tell us about Charles? R3, R4, R5 Do you agree with some of his decisions? Why? R6	Write a summary paragraph about Charles I listing the decision he made to make him unpopular: Red explain that Charles was not liked by his people Yellow- Justify why people did not like Charles Green- Use a variety of sources to form an opinion exploring the provinance to form an opinion of how people felt about Charles.

ENQUIRY QUESTION: Why did Britain have a Civil War?

BIG IDEA - Cause and consequence: The people of England did not like the king and he made decisions that people did not like. This resulted in a Civil War when the kings followers fought against supporters of parliament.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand how Charles I's reign led to the Civil War ☑ Explain what a Civil War is. ☑ Discuss the different view points of the two sides of the Civil War. ☑ Explore the key events of the British Civil War.	☑ The English Civil War was sparked by fighting in Scotland, where the people rose up against Charles I in 1639 as they were angry with his religious reforms. ☑ This caused Charles I to call Parliament, but they refused to raise more taxes until Charles I agreed to share some of his power. ☑ These arguments between the King and Parliament dragged on, until 1642 when the country broke out into the Civil War. Causes include: Charles taxed the people too much. Charles would not call Parliament. Charles behaved like a Catholic. ☑ Charles prevented Puritans (protestants who wanted to reform catholics) from worshipping freely. War in Scotland began in 1639. Charles refused to sacrifice his power to Parliament.	Thinking like a historian What can we infer from this source about England in 1639? R1 What were the events of the Civil War? R2 Who were the two sides and what did they believe? R3 What were they key events of the Civil War? R4	R5 summarise the key battles of the British Civil War discussing what happened, Red Know what a civil war was Yellow- know what the two sides of the civil wars were and what their opinions were. Green-understand the key events of the civil war and what were the causes.

ENQUIRY QUESTION: Is a monarchy always positive?

BIG IDEA - Continuity and change: Monarchy in the Stuart Era played a much bigger role in key decisions of the period than in the present day. This meant that people sometimes were unhappy with their decisions and wanted to elect a government.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand how the role of monarchy has changed ☑ Know the role of the monarchy. ☑ Establish how the role of the monarchy has changed. ☑ Explore the benefits and disadvantages of the role of the monarch.	☑ During the Stuart period, the monarchy made most of the decisions about the country unlike today when a parliament is chosen by people. ☑ This meant that the king was born into decision making not chosen. ☑ This meant that the king was not always the best person for the job and sometimes made decisions that did not benefit his people. ☑ Nowadays the monarchy does not made key political decision, they are more of a figure head for the country.	How has the role of a monarch changed? What is the role of the monarch now? What has previously been the role of the monarch? What are the problems of not choosing a government?	Assessment quiz, Answer enquiry question. Red Know what the role of a monarchy is now Yellow- know how the monarchy has changed over time Green-understand the advantages and disadvantages of monarchy in the past and now.

Year 4 History Summer 1: Georgians

N.C. Expectations: a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

Was life the same for everyone living in the Georgian era?



Big Ideas

- ✓ The Georgian era saw the rise of the class system: lower class, middle class and upper class.
- ✓ The middle class came from the need of skilled workers during the Industrial Revolution.
- ✓ Life for the poor was very different from the life of the upper class and middle class.
- ✓ We can see the differences even today when we look at Georgian portraits and architecture.

Links to previous learning

- ✓ Studied monarchs including Queen Elizabeth, James I, Charles I
- ✓ The Georgian Era came after the previously studied Stuarts and prior to that was the Tudors.
- ✓ Life was not the same for everyone in the Tudor period. It all depended on status and wealth

GEORGE I 1714-25	South Sea Bubble	1720
GEORGE II 1727-1760	Battle of Culloden	1746
	Seven Years' War	1756-63
GEORGE III 1760-1820	Watt's steam engine patented	1769
	Boston Tea Party	1773
	American War of Independence	1778-81
	Small Pox vaccine produced	1796
	Union with Ireland	1801
	Battle of Trafalgar	1805
	Slavery Abolished	1807
	Battle of Waterloo	1815
GEORGE IV 1820-30	Peterloo Massacre	1819
	Irish Famine	1821-3
	Trade Unions legalised	1824
WILLIAM IV 1830-1837	Catholic Emancipation	1829
	Great Reform Bill	1832
	Livingston discovers Victoria Falls	1840
VICTORIA 1837-1901	Corn Laws Abolished	1846
	Great Exhibition	1851
	Crimean War	1854-6
	Indian Mutiny	1857
	Darwin's Origin of Species	1859
	Irish Land Act	1870
	First Boer War	1880-1
	London Match Girl Strike	1881
	London Dock Strike	1889
	Labour Party Founded	1893
	Second Boer War	1899-1902



Videos & Additional Reading

- ✓ <https://www.futurelearn.com/info/courses/royal-food/0/steps/17063>
- ✓ <http://victorian-era.org/georgian-era-facts/society-social-classes.html>
- ✓ <https://www.english-heritage.org.uk/learn/story-of-england/georgians/architecture/>

ENQUIRY QUESTION: Why do we call it the Georgian era?

BIG IDEA - Chronology: King George I was the first king in the Georgian era ending the Stuarts.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know what a monarch is Explain why it is known as the Georgian Era. Use key vocabulary in context.	✓ Britain was ruled for 10 years without a monarchy before Charles II became king following this there was a time of turbulence of Monarchy until the Georgian era. ✓ The Georgian era covers George I, George II, George III and George IV. A dynasty is a succession of people from the same family who play a prominent role. ✓ By the Act of Succession of 1701, on the death of Queen Anne the throne passed to her nearest Protestant relative. This proved to be George, Elector of Hanover, the great-grandson of James I. In 1714, George Ludwig, Elector of Hanover was crowned as the new King of England. He established a line of monarchs who ruled for the next 116 years, overseeing the transformation of Britain into an imperial power and an industrial nation. ✓ Some vocabulary relates specifically to its historical context ✓ One specific word can make meaning in context very clear ✓ Use the most appropriate word makes meaning clear ✓ Use definitions from knowledge organisers of key vocabulary	Thinking like a historian Who do you think this is? How do you know? R1 Can you find him on the family tree history? Can you identify any other monarchs? What is their relationship to George I? What do these words mean? What actions can you think of? Mini task - match widget to definition Outcome 2	Chronology outcome: family tree from James I to George I Circle three monarchs studied write a sentence explaining how the crown was passed down to George I and why it is known as the Georgian Era. Vocabulary outcome: Write sentence using key vocabulary in context for 6 key words. Red - Identify first monarch of Georgian era Yellow - Identify key monarchs studied Green - Explain the succession of the throne and where the Georgians fit in the timeline of Britain

ENQUIRY QUESTION: How far did Britain change during the Industrial Revolution?

BIG IDEA -Continuity and change : during the Georgian era, the industrial revolution began, which transformed the life of many in society.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Define the industrial revolution Explain key changes and things that remained the same. Explain why key changes took place	✓ The Industrial Revolution, starting in 1770 transformed lives. Before the IR, British industry was normally small scale (no mass production) and relatively unsophisticated. ✓ New technologies, such as steam power improved transport networks/ Factories provided jobs. ✓ The revolution intensified already existing class divisions. This was aided by the growth of agricultural revolution, which saw smaller communities grow into cities, with the help of an integrated transportation system. ✓ As a result, people began to live longer and moved to the cities.	Thinking like a historian What similarities and differences can you see in the images below R1 What was the industrial revolution? R2 Slide 2 How far did Britain change during the industrial revolution? R3/4	Complete table to describe key changes that took place R4 Red - Describe what the industrial revolution was Yellow - describe some key changes that took place and some parts of society that remained the same Green - Explain why key changes took place and why parts of society remained the same.

ENQUIRY QUESTION: Was life the same for everyone living in the Georgian era?

BIG IDEA - Similarity and difference: In the Georgian era a three tier class system emerged consisting of the upper middle and lower class. Life was different depending on which class you were part of.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Define class system	✓ Prior to the Georgian era, the class system in England was rigid and hierarchical, consisting of the nobility, gentry, clergy, merchants, artisans, and peasants. Social status was largely determined by birth, with little opportunity for social mobility.	Thinking like a historian	Mini outcome - Sort statements/pictures with class R2-R8
Known the Georgian era had a three tier class system	✓ During the Georgian era (1714-1830), significant changes occurred in the class system, driven by various factors: ✓ Industrial Revolution, colonial expansion and political changes. ✓ The Industrial Revolution transformed the economy, leading to the rise of urban centers and the growth of industries such as manufacturing, mining, and textiles. This resulted in the emergence of a new middle class of industrialists, entrepreneurs, and professionals who accumulated wealth and social status through commerce and industry.	What does this image tell you about life Georgian society? R1	Annotate pyramid with Georgian class system R9
Explain key features of each class	✓ This era witnessed the erosion of traditional feudal hierarchies and the gradual emergence of society, characterized by greater social mobility and the growing influence of the middle class. ✓ Upper Class (Nobility and Gentry): This group held titles, vast estates, and significant political power. Their lives centered around maintaining their status through wealth, social connections, and participation in politics and courtly activities. ✓ Middle Class: Comprised of merchants, professionals, and industrialists, this group experienced economic prosperity and social mobility during the Georgian era. They lived in urban centers, engaged in commerce or professions, and aspired to social respectability through education and property ownership. ✓ Working Class: Including manual laborers, agricultural workers, and urban poor; this group performed the bulk of physical labor in society. Their lives were often characterized by difficult working conditions, poverty, and reliance on charity or poor relief for survival.	What is a class system? How did the class system change in the Georgian period?	Annotate with features of society.
		Why did the class system Change during this period?	Red - Know that life wasn't the same for everyone in the Georgian era.
		What was it like for people living in different classes? R2- 7	Yellow - Name three classes in Georgian class system
			Green - Identify key features of each society

ENQUIRY QUESTION: What does our local area tell us about life in the Georgian era?

BIG IDEA - Interpreting history : The Royal Naval College in Greenwich, with its grand Georgian architecture and historical significance as a former home for retired sailors, epitomizes the opulence, philanthropy, and maritime prowess characteristic of the Georgian era.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know how the local area changed during the Georgian Era.	✓ The expansion of maritime trade and industry, during the Georgian Era, led to population growth and urbanization in both Greenwich and the Isle of Dogs. Workers came to these areas in search of employment in the docks, shipyards, factories, and associated industries. As a result, new housing developments were built to accommodate the growing population, transforming the landscape from rural to urban.	How did the local area change during the Georgian era?	Trip to The Royal Naval College.
Explain what the Royal Naval college was used for during the Georgian Era.	✓ The Royal Naval College was built in the late 17th and early 18th centuries, under the direction of architects Sir Christopher Wren and Nicholas Hawksmoor. ✓ The Royal Naval College was initially built as the Royal Hospital for Seamen, providing a home and care for retired sailors of the Royal Navy. It offered accommodation, food, and medical treatment to elderly and infirm sailors who had served their country.	Why did these changes take place?	
Explain why this was important.	✓ The Royal Naval College highlights Georgian architecture, with symmetrical facades, classical proportions, and Baroque detailing. Its elegant buildings feature grand colonnades, majestic domes, and ornate interiors, reflecting the architectural sophistication of the era. ✓ The Royal Naval College played a crucial role in supporting Britain's maritime power and global trade during the Georgian era.	When was the Royal Naval College built? Who was it built for?	
		Why was it important?	

ENQUIRY QUESTION: Was life the same for everyone living in the Georgian era?

BIG IDEA - Similarity and difference: Life was different depending on what class you belonged to: lower class, middle class or upper class.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that there was a class system in the Georgian Era. Name some key features of each class. Explain how primary evidence helps us to learn about	- Life varied greatly depending on someone's social class which determined one's lifestyle, opportunities, and experiences. These differences included: - Upper class: Enjoyed wealth, privilege, and power; with lives focused on leisure, politics, and maintaining social status. - Middle class: Experienced economic prosperity and social mobility through commerce and professions. - Working class: Faced challenges such as harsh working conditions, poverty, and limited social mobility.	Thinking like a historian Life was the same for everyone. Do you agree? RI What was life like for the poor? What was life like for the middle class What was like like for the upper class? Why do we have more primary evidence for the upper and middle class?	End of term quiz and paragraph answering enquiry question. Red . Explain that life was not the same for everyone in the Georgian Era. Yellow- Explain some key features of each class Green- Use primary evidence to explain the differences between the different classes.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment

Year 4 History Summer 2: Birth of the British Empire

N.C. Expectations a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

How are power, trade and empire linked?



Territory claimed by Britain but not settled
 British territory held before 1793

Territory permanently acquired by Britain during wars, 1793 - 1814
 Territory temporarily occupied by Britain during wars, 1793 - 1814

VOCAB	Definition	Widgit
Trade	Buying and selling of goods or services	
Victory	Defeating an enemy or opponent	
colonies	A group of countries or areas controlled by one person.	
Empire	A set of lands or regions that are ruled by one leader or monarch	
Control	Power or being in charge of something	
Patriotism	Love or devotion to someone's country.	

Videos & Additional Reading

- ✓ https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history/the_british_empire/the_british_empire.html
- ✓ <http://www.coreknowledge.org.uk/resources/ResourcePack-Year5-TheBirthoftheBritishEmpire.pdf>
- ✓ <https://www.bbc.co.uk/teach/class-clips-video/e-is-for->

Links to previous learning

- ✓ Previously we have learnt about the Roman Empire and how it expanded across Europe.
- ✓ We explored the growth of trade and how this grew throughout the Tudor period.
- ✓ We studied Georgian Britain and how they was changing at this time.
- ✓ We explored this era from a social point of view within the country and understood how society was changing.

Big Ideas

- ✓ After the British began to establish trade links with countries during the Tudor period (Studied in Y3) the government and monarchy continued to expand their trade links throughout the 1600 and began to take **control** of areas in order to control the trade in this area and make more money.
- ✓ Britain set up **colonies** (an area under the full or partial political control of another country) in the countries where they traded such as Africa, America, The Caribbean and India.
- ✓ British power grew during the 1700s as the government wanted to establish more ownership in lands
- ✓ Britain had very little regard for the areas and people they were taking control of and saw the gains of lands as a whole positive thing.

ENQUIRY QUESTION: How are historical periods different?

BIG IDEA - Chronology: History is split into periods. The Georgian period is characterised by the start of the industrial Revolution and distinct architecture, unlike the Stone Age, which was characterised by the use of Stone tools and living life as a nomad.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Identify features that do not belong to a particular period. refer to the past in periods Describe the periods and how they differ	☒ The Stone Age began around 2.6 million years ago. Evidence of this period includes the use of humans using Stone tools and living as Nomads. ☒ The use of tools changed during the Bronze Age and Iron Age. ☒ Ancient refers to a period of history that took place thousands of years ago. ☒ Ancient civilisations included the Mayans and the Ancient Egyptians. For a period of history that existed a long time ago, these ancient civilisations can appear advanced for their time. Which included the use of a number system during the Mayans. ☒ When the Romans invaded Britain in 43AD, they influenced the way Britain is today. This includes: roads, aqueducts, towns and religion. ☒ Monarchy is a key feature of the Tudor period who was largely in control of how society functioned. ☒ During the Georgian period Britain became the world's first industrialised nation.	Thinking like a historian Which of these pictures do not belong in the Georgian era? R1 Where do the Georgians fit in our timeline of Britain? What came before/ what came after? What is a period? What is an Era? What do we know about these periods? How do these periods differ?	Chronology: Children order the periods of history on a class timeline. (Photo) discuss general features of these periods. Vocabulary: Children write a sentence next to three words using the words in context Red - identify features that do not belong to an era Yellow- - Refer to the past using the term period and identify periods of history Green - describe features of the periods and how they differ.

HISTORY Y4 Summer 2: Week 2

ENQUIRY QUESTION: How and why was the British Empire Established ?

BIG IDEA: Cause and consequence: Britain's Empire began to grow during the 1600s the reason for this is that trade was becoming more important and discovery of new trading routes was vital to a country's success. For this reason Britain's began taking over new areas to trade and control.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Define empires -Recognise why trade and empire are linked. -Make connections with other empires I have studied.	☒ After the British began to establish trade links with countries during the Tudor period (Studied in Y3) the government and monarchy continued to expand their trade links throughout the 1600 and began to take control of areas in order to control the trade in this area and make more money. ☒ Britain set up colonies (an area under the full or partial political control of another country) in the countries where they traded such as Africa, America, The Caribbean and India. ☒ India was the first key place where Britain established control of the trade through the East India Trading Company which included Bengal, Madras and Bombay in India and The Gold Coast in West Africa. ☒ European trading nations increasingly fought over who controlled trade where, and began to increase their power over their colonies. ☒ Items were traded from all over the world including beaver skin, bear skin, tobacco and cotton from North America, coffee and sugar from the Caribbean, silks, porcelain and tea from China, spices and gold bullion from India. ☒ Slaves were also traded at this time and people were taken from countries in North Africa to be traded as slaves.	Thinking like a historian What does this painting tell you? What questions would historians ask about the painting? R1 What is an empire? What other empires in history have we studied? R2 What was the British Empire? R3 Why was an empire so important to the British? R4 How are trade and empire linked? R5	Label map of the world with the different trading opportunities of different countries Write a paragraph explaining the link between trade and empire. Explaining why Britain wanted such a large empire. Red - Know what an empire is Yellow- - Understand why Britain wanted an empire and how the empire grew Green - Make connections between trade and empires .

ENQUIRY QUESTION: How significant was the battle of Quebec in the Growth of the British Empire?

BIG IDEA - Significance The battle of Quebec meant that Britain took control of North America this meant Britain became to most powerful nation at this time.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Recognise the events of the battle of Quebec -Know how the land changed ownership after the battle -Explain why Quebec was so significant.	✓ One of the most important moments in building the British Empire was the capture of Quebec (Canada) by General Wolfe from the French. ✓ This battle took place during the Seven Years war (1754-1763) a war fought between Britain and France for the control of many different areas across the globe. Britain emerged as the most powerful nation in the world. ✓ During these period France, Spain and Britain all had large empire. These powers were keen to expand their empires and so grow trading route and make their countries more powerful. ✓ General Wolfe's victory in the Battle of Quebec meant that Britain took control of much of North America (13 colonies) and made Britain Even more powerful. ✓ After General Wolfe took control of Quebec all of the french North America (Canada and Inside of the continent) was part of the British Empire. ✓ The battle of Quebec meant that Britain took control of North America this meant Britain became to most powerful nation at this time.	Thinking like a historian What does this painting show? R1 What happened during the seven year war? R2 Who fought in the seven year war? R3 Why was the war so significant? What was the significance of General Wolfe? R4 Why was the battle of Quebec important? R5 How did North America change after the battle of Quebec? R6 What does the painting of general Wolfe tell us about the battle? R8 and R1	Shade R7 in two maps of North America before the Seven year war and after the seven year war to show how much land was transferred from the French to the British. Write a sentence explaining the significance of the battle of Quebec Red -Know that in this period of history empires were competing for power Yellow- - Recognise that the battle of Quebec was a key turning point for the British Empire. Green - Explain why the battle of Quebec made Britain more powerful

ENQUIRY QUESTION: What was the cause of the increase of British control in India?

BIG IDEA - Cause and Consequence: Britain wanted to gain control over India as this would mean they have control over wealth, a large population and more power.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-know that the British Empire expanded to India, -Explain the reasons Britain wanted control of India. - Discuss the benefits for Britain of occupying India.	✓ The East India Company was formed in 1600, and established a small but highly profitable settlement in Bombay, Madras and Calcutta. ✓ Until 1750, almost all of India was under the control of the Mughal Empire and Britain wanted the country to gain more areas for trade of spices, tea etc. ✓ The spread of British Empire in India was made possible because the Mughal Empire dissolved, leaving room for the British to take more land ✓ India was considered the crown jewel of the British Empire. As well as spices, jewels and textiles India had a huge population. ✓ Soldiering was an honourable tradition and the British use this. ✓ After the Mughal Empire dissolved and the French were defeated in India Britain had control of the whole of India.	What does this painting show? R1 This painting shows a treaty between Britain and Bengal in 1795. Who ruled India before the British Empire? R2 Why was India so Valuable to the British Empire? R3 How did the British gain control of India? R4	Write a paragraph explaining why Britain wanted to increase control over India. Red -Know Britain took control over India Yellow- - Explain the reasons why Britain wanted control over India Green - Make links between trade and empire.

ENQUIRY QUESTION: Why did Patriotism grow in Britain?

BIG IDEA - Cause and consequence Britain's success lead to a surge in patriotism in England with people waving Union Jacks and singing Rule Britannia. People of this time thought Britain's spread of power was a positive thing and should be celebrated.

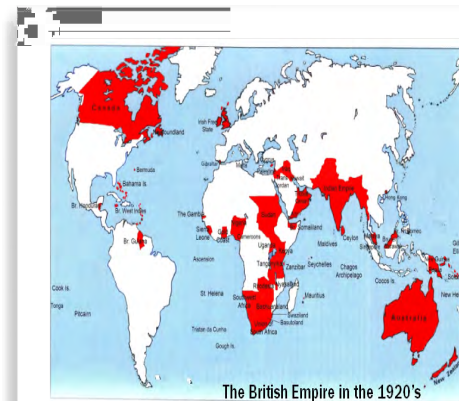
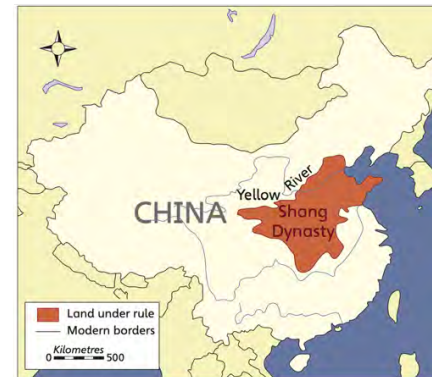
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Know what patriotism means -explain why patriotism increased at this time -Discuss how patriotism has been represented.	✓ The battle of Plassey and the Battle of Quebec took place during the seven year war. ✓ The 7 year war was fought from 1754-1763 between France and Britain (both countries had vast empires throughout the world). ✓ Britain were very successful during this war and gained land in North America, West Africa, the Philippines and India. This was start of the British Empire's dominance over the world. By the end of 1759 Britain had replaced France as the most powerful nation in the world. ✓ Figures like William Pitt, General Wolfe and Robert Clive became national hero's ✓ Britain's success lead to a surge in patriotism in England with people waving Union Jacks and singing Rule Britannia	Think like a historian What is this coin showing? R1 The 50p coin has an image of Britannia which is a symbol of patriotism of this time. Britain was proud of the amount land and power they were gaining. What was patriotism? How does Britannia show this? R2 and R3 Why did people consider Britain to be so powerful? Was this a good thing?	Annotate image of Britannia with the symbols shown and what they represent. R4 Red Know that patriotism increase during the rise of the British empire. Yellow- Understand that Britain's power was linked to patriotism Green- Explain imagery has been used to show patriotism.

ENQUIRY QUESTION: How are power, trade and empire linked?

BIG IDEA - Cause and Consequence After the British began to establish trade links with countries during the Tudor period (Studied in Y3) the government and monarchy continued to expand their trade links throughout the 1600 and began to take control of areas in order to control the trade in this area and make more money.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Know what empire and trade is -Discuss how empire and trade are linked -Recognise how and why the British government gained more control of land and key trading routes.	✓ After the British began to establish trade links with countries during the Tudor period (Studied in Y3) the government and monarchy continued to expand their trade links throughout the 1600 and began to take control of areas in order to control the trade in this area and make more money. ✓ Britain set up colonies (an area under the full or partial political control of another country) in the countries where they traded such as Africa, America, The Caribbean and India. ✓ Britain began competing with other key empires including France and Spain to gain more land and thus more control over key trading routes. This meant many battles including the 7 year war which the victory meant Britain took more control over key points of the globe. ✓ Britain's power was regularly increasing and soon Britain would control around 25% of the globe.	Why are trade and empire linked? Why did the British Empire want so much land? What were the significant moments in the 1700s for the British Empire?	Answer Enquiry question and complete quiz Red Know that trade and empire are linked Yellow- Explain why trade and empire are linked. Green- Discuss why Britain was so keen to increase the power it had in the globe.

Curriculum: Year 5 Teacher Expert Files



Year 5 History Autumn 1: Martin Luther King

N.C. Expectations: a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

How significant was Martin Luther King to the success of the Civil Rights Movement?



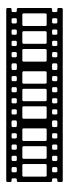
VOCAB	Definition	Widgit
decade	A period of ten years	
century	A period of one hundred years	
segregated	Set apart from each other, isolated or divided	
Civil Rights	The rights of citizens to political and social, freedom and equality	
act	An act is a new law or changes to an existing law that has been approved.	
boycott	To refuse to buy a product or take part in an activity as a way of expressing strong disapproval:	

Links to previous learning

- Previously we have studied significant people who have changed the world we live in.
- Some of these individuals include: Florence Nightingale, Nelson Mandela, Elizabeth Fry.
- Last year I learnt about Elizabeth Fry and her influence on prison reform
- In Year two I learnt about segregation and how Ruby Bridges influenced change.

Big Ideas

- During the mid 1800s there was a huge racial divide in America.
- This divide was known as segregation.
- Civil Rights Movement was a movement that struggled for justice for African Americans.
- Martin Luther King is a renowned activist who was a leader in the movement and led many campaigns.
- The success of the Civil Rights Movement was a result of Numerous groups and individuals.



- <https://www.youtube.com/watch?v=ZVbs0RVm6E8>
- <https://www.youtube.com/watch?v=nje1U7jjOHI>
- <https://www.youtube.com/watch?v=spXIsQKHKXM>

ENQUIRY QUESTION: How can I describe when events happened?

BIG IDEA - Chronology: Words such as century can be used to describe when something happened. A decade can be used to describe a period of time that was 10 years ago.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Use the terms century and decade - Order events chronologically - Use time specific vocabulary - Identify differences between periods.	- A timeline is a way of organising the chronology of things that have happened in the past, mainly left to right. - Timelines can be split into BC (Before Christ) and AD (Anno Domini) - In BC the numbers start at 0 and move left (the numbers get larger). This period of history happened a long time ago. - AD (Anno Domini), translates as 'in the year of the master'. It is after the birth of Christ (0) and the numbers move right along the timeline. The higher the AD year, the more recent it has happened. - Chronology is the study of time - putting things in order of when they happened. Starting with the oldest and ending with the newest. - A decade is a period of 10 years. We use decades to describe periods of our life. - A century is a period of 100 years. In modern periods, centuries are referred to as 18th century (1700s), 20th century (1900s)	Thinking like a historian What is the difference between these events? R1 What words can we use to describe when these events took place? What is a century/ decade? Can you order these periods chronologically? Can you write the century they belong to? R3 Are these statements true or false?	Order events chronologically. Mark on centuries. Write a sentence in context using key vocabulary Red- Order events chronologically Yellow- Use time specific vocabulary. e.g century. Green- Identify similarities and differences between periods.

ENQUIRY QUESTION:
Was America the same for everyone?

BIG IDEA Similarity and difference: Not everyone's life in America was the same in the 1900's. After slavery had been abolished in the South, Jim Crow Laws were put in place which was supposed to create a 'separate but equal society'. However, this was far from what was written in these laws.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Recognise that in the past people's experience varied - Describe how life was different for black and white people. - Explain what the Jim Crow laws were and how they affected life. - Recognise life was different in the North and South	- During the early to mid 1900s in America, there was a huge racial divide. Black people did not have equal rights to those of white people. - Many facilities, areas and amenities were segregated and there were many things that were denied to black people. - Segregation means separation. - The Jim Crow laws started in 1865 and they were laws originally to enslave black people. However later they were used to segregate parks, restaurants, schools, public pools, hospitals etc. The marriage and cohabitation between black and white people was also not allowed. - Racial tension was more prevalent in the south and segregation was more strict. - This led to anger and frustration and the start of the civil rights movement	Thinking like a historian Was life the same for everyone living in America during the 1900's ? R1 What were the Jim Crow laws? Why were the Jim Crow laws created? R2 How was life different for black and white people during this period? R3 Was it the same everywhere in America? Why was it different?	Write about a combination of sources and what we can learn about the difference in treatment between black and white people in America. Red- List ways in which life was different for black and white people Yellow- Explain what the Jim Crow laws were and how this affected the lives of people in America Green- Understand the difference between the lives of people in the North and South

ENQUIRY QUESTION: What were the key events and achievements in the Civil rights movement?

BIG IDEA - Chronology: The Civil Rights movement was important in bringing about change for African Americans. Key events and achievement took place because of the Civil Rights Movement.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Can use dates and specific dates confidently to establish period detail - Order events chronologically - Use dates to refer to an event - Describe the event and achievement of the Civil Rights Movement	- The civil rights movement was a struggle for justice and equality for African Americans that took place mainly in the 1950s and 1960s. - Martin Luther King was a leader in the Civil Rights movement and was instrumental to some of the changes that took place in America. 1955 was the beginning of the Montgomery bus boycott; it lasted for just over 1 year. 2 Years later, he formed the Southern Christian Leadership Conference (SCLC), an organization formed to provide new leadership for the Black civil rights movement. 1963 King targeted Birmingham and was jailed. 1964 King campaigned for voting rights in Selma. 1964 King spoke out against the war in Vietnam. 1963 led million man march on Washington and gave the powerful 'I have a dream speech'.	Thinking like a historian What does this picture tell us about how people felt? R1 What key events and achievements took place during the Civil Rights movement involving King? R2 Can you put the events in chronological order? R3 What happened during these events? R3.1 How was King involved in these events?	Order events in the Civil Rights movement Highlighting one colour the events and the other colour the achievements. (Photo) Order 6 main events/ achievements in books. Red- Order events chronologically Yellow- Use dates to refer to a key event Green- Describe the event and achievement of some events

ENQUIRY QUESTION: What events were the most significant in achieving Martin's life long dream?

BIG IDEA Cause and Consequence: There are key events that Martin Luther King was involved in, which sought to achieve his life long dream of equality for African Americans.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Events are significant due to the effect it has, how it important it was at the time and it's relevance today. - Know the Key Civil Rights protests Martin was involved in. - Recognise the significance of these events - Recognise the historical significance	- People and events can be seen as significant based on the impact they have on people, the world, the longevity of the change they make and if it has relevance to the world today. - King was involved in numerous events during the Civil Rights Movement, some which can be described as more significant than others. 1955 was the beginning of the Montgomery bus boycott; it lasted for just over 1 year. 1963 King targeted Birmingham and was jailed and wrote a letter which gained public attention. 1964 King campaigned for voting rights in Selma which was then granted in this year. 1964 King spoke out against the war in Vietnam. 1963 led million man march on Washington and gave the powerful 'I have a dream speech'. This speech was a new strand of political protest which was soon used to great effect world wide.	Thinking like a historian What do you think was Martin Luther King's dream? R1 What campaigns was Martin Luther king involved in? R2 S9 & I3-17 How can we decide how significant an event is? Why were these events important? R2 S18 How significant were these events? R2 S12	Read the extracts and watch the videos. Write the importance of each event. Assess how significant each event was. Red-List - Know key Civil Rights protests Martin was involved in Yellow- Summarise significance of an event Green- Use criteria to determine historical significance.

ENQUIRY QUESTION: How significant was Martin Luther King to the Civil Rights movement?

BIG IDEA -Cause and Consequence : Martin Luther King was an important leader during the Civil Rights Movement, however he was not the only one. The NAACP, Little Rock Nine, Rosa Parks and Malcom X also played an integral part in this movement.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that multiple causes can lead to the change of events. - Name other groups and individuals in the civil rights movement - Know what these groups did. - Recognise their achievement s.	✓ Martin Luther King was not the only Leader or group fighting for change in the Civil Rights movement. ✓ Other significant groups and people included the NAACP, Malcom X , Little Rock Nine and Rosa Parks. ✓ The NAACP was most successful in the Brown vs Board of Education, where the NAACP argued that segregation in public places should end. ✓ Little Rock Nine wanted to challenge racial segregation in the public schools of Arkansas. ✓ During the summer of 1957, the Little Rock Nine enrolled at Little Rock Central High School, which until then had been all white. ✓ In 1963 Malcom X led the Harlem Unity Rally in Harlem. It was one of the nations largest civil rights events. ✓ Rosa Parks was a member of the NAACP and was named the First Lady of the civil rights for refusing to give up her seat on the bus.	Thinking like a historian How did Ruby Bridges inspire change? R1 Do you think Martin Luther King was the only person who inspired change? Who were the NAACP? What did they achieve? R2 Who was Little Rock Nine? What did they achieve? R3 https://www.britannica.com/topic/Little-Rock-Nine Who was Malcom X? What did he achieve? R4 Who was Rosa Parks what did she achieve	Write a sentence next to the images of important groups and individuals in the civil rights movement. Pupils use QR codes to research different groups/ individuals. Red Name groups/ individuals involved in the Civil Rights Movement. Yellow- Explain that change happened due to a combination of reasons. Green- Discuss the success of these events in combination with other events.

ENQUIRY QUESTION: How significant was Martin Luther King to the Civil Rights Movement?

BIG IDEA Interpreting history: Martin Luther King was an important leader during the Civil Rights Movement, however he was not the only one. The NAACP, Little Rock Nine, Rosa Parks and Malcom X also played an integral part in this movement.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Write an extended answer to historical question - Explain why Martin Luther King was important in the Civil Rights movement - Recognise the impact of other individuals/ groups in the CRM - Recognise that causes may be connected.	✓ People and events can be seen as significant based on the impact they have on people, the world, the longevity of the change they make and if it has relevance to the world today. ✓ King was involved in numerous campaigns during the Civil Rights Movement, some which can be described as more significant than others. ✓ MLK inspired people and left a legacy with his non-violent protests and the CRM continued after his death. ✓ MLK Day is still celebrated in America - people are encouraged to volunteer to help others meet the challenges of our world. ✓ Black History Month in the UK. ✓ Black lives matter in 2013. ✓ However Martin Luther King was not the only Leader or group fighting for change in the Civil Rights movement. ✓ Other significant groups and people included the NAACP, Malcom X , Little Rock Nine and Rosa Parks.	Thinking like a historian What can we learn from this memorial? R1 How significant was Martin Luther King to the Civil Rights Movement?	Answer the enquiry question and complete end of unit quiz. Red List reasons Martin or other groups were important in the Civil Rights Movement. Yellow- Explain why Martin and other groups were important in the Civil Rights Movement Green- Recognises that causes might be connected in some way.

Year 5 History: The Shang Dynasty

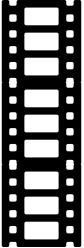
N.C. Expectations: The achievements of the early civilisations

Key Enquiry Question

How successful was the Shang Dynasty?

VOCAB	Definition	Widgit
civilisation	A group of people with their own languages and way of life.	
ancient	Belonging to the distant past	
archaeologist	The study of things that people made, used, and left behind.	
artefact	A man-made object, such as pieces of art or tools, that is of particular cultural, historical or archaeological interest.	
peasants	A person who owns or rents a small piece of land and grows crops, keeps animals, etc. on it, especially one who has a low income, very little education, and a low social position	
tomb	A place where a dead person is buried	

Videos & Additional Reading

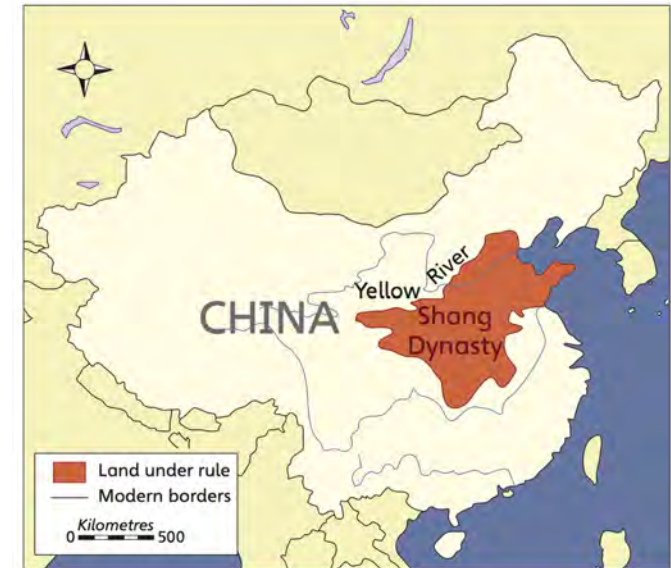
-  <https://www.bbc.co.uk/bitesize/topics/z39j2hv>
- <https://www.imagininghistory.co.uk/post/the-shang-dynasty-an-intro-for-ks2>
- <https://www.britannica.com/topic/Shang-dynasty>
- <https://www.twinkl.co.uk/homework-help/history-homework-help/the-shang-dynasty-facts-for-kids/top-10-shang-dynasty-facts-for-kids>

Big Ideas

- ☒ An ancient **civilisation** is the first settled and stable communities. Ancient history refers to history that happened thousands of years ago and is no longer in existence.
- ☒ The Shang Dynasty was the most successful of the ancient Chinese dynasties; this was due to the success of the leaders. The leaders meant that the dynasty grew in wealth and culture.
- ☒ Historians use artefacts to find out about the past. Artefacts give us clues about how people lived, worshipped and acted during a certain period.

Links to previous learning

- ☒ Previously we have learnt about different ancient civilisations including the Mayan civilisations and Ancient Egypt.
- ☒ We have also studied ancient Britain and developed an understanding of how different civilisations develop at different paces.



Timeline

2400 BCE	The Bronze Age begins in China
1600 BCE	King Tang overthrows the last emperor of the Xia Dynasty; the Shang Dynasty begins
1250 BCE–1192 BCE	Emperor Wu Ding reigns over the Shang Dynasty
1250 BCE–1192 BCE	General Fu Hao leads many successful military campaigns
1046 BCE	The Shang Dynasty is defeated
1898	Antique dealers notice Chinese writing on oracle bones
1928	Excavations in Anyang; many items from the Shang Dynasty are found
1976	The tomb of Fu Hao is discovered near Anyang

ENQUIRY QUESTION: What does ancient mean?

BIG IDEA - Chronology: Ancient civilisations are periods of history that took place thousands of years ago. These ancient civilisations had characteristics that contained features of ancient civilisations.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Understand that ancient refers to history that took place thousands of years ago - Describe features of periods - Describe the similarities and differences between three periods of history	✓ Placing events in chronological order allows us to see how the world has changed overtime. ✓ Ancient history refers to history that happened thousands of years ago and is no longer in existence. ✓ An ancient civilisation is the first settled and stable communities. ✓ The eight features of civilizations include cities, organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. ✓ Ancient civilisations often spanned a long period of history.	Thinking like a historian When did these periods take place? What do they have common? Are all periods of history the same length? How long ago were the Ancient civilisations What were the features of these societies? How are they similar/ different?	Make a timeline of periods of history and events on the playground/ in the hall. Emphasise how long ago ancient was and how long these periods of history lasted. Match key words and definitions. Red Know that ancient describes a period of history that took place thousands of years ago Yellow- Describe some features of periods and order events Chronologically Green- Describe the similarities and differences between three periods of history

ENQUIRY QUESTION: What was life like during the Shang Dynasty? How do we know?

BIG IDEA - Interpreting history: Historians know about the Shang Dynasty from artefacts that have been uncovered and oracle bones. These artefacts and bones tell us about different aspects of life in the Shang Dynasty.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Identify the different types of evidence historians have looked at - Explain what some evidence shows - Explain how different evidence reveals different aspects of life.	✓ The Shang Dynasty begins in 1600 BC ✓ A dynasty is a succession of rulers from the same family ✓ The Shang dynasty succeeded the Xia Dynasty and its first ruler was emperor Tang. ✓ The Shang Dynasty were the first dynasty in China to use writing. ✓ Writing was mostly used by rulers to record events. ✓ The Shang wrote on animal bones and turtle shells known as oracle bones. They wrote about emperors, wars and how people lived. ✓ This has given historians lots of useful information about the Shang Dynasty. ✓ Bronze was the metal used by early civilizations. ✓ The Shang Dynasty were skilled at working with bronze. ✓ Artefacts made of bronze have been found enabling historians to work out what life was like in the past. ✓ There was a class system during the Shang Dynasty. ✓ The rich were in the noble class and lived in grand palaces inside big cities. They left behind jewellery and ruined palaces. ✓ Farmers, soldiers and crafts men were in the working class.	Thinking like a historian What does this tell us about the Shang Dynasty? Where was the Shang Dynasty? Was the Shang Dynasty the first dynasty in China? Who was the emperor? What was it like to live in the Shang Dynasty? https://www.youtube.com/watch?v=k3jXyXhIR9s How do we know about the Shang Dynasty?	Read information sheet(Jump in) ask questions throughout. R3 Complete table in books Annotate two images in books - oracle bone/ Bronze object explaining what they tell us and how we know about the Shang Dynasty. Red Identify the different types of evidence historians have looked at Yellow- Explain what some evidence shows Green- Explain how different evidence reveals different aspects of life.

ENQUIRY QUESTION: Who was Tang and why was he a good ruler?

BIG IDEA - Significance: Emperor Tang was the first ruler of the Shang Dynasty and popular amongst the people he ruled. He lowered taxes and even offered to die for the sake of his people.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know who Emperor Tang was - Explain what he did when he was a ruler - Identify why he was seen as a good ruler.	✓ Philosophers and historians from later Chinese times said that each dynasty was established by a good ruler and ended because of a bad ruler who did not behave in an appropriate, moral way. ✓ The line of the Shang kings usually passed between brothers or uncles and nephews. ✓ Kings of the Shang Dynasty had many responsibilities. Kings were expected to keep state peace and maintain control, wage military campaigns, act as high priests and be in charge of the many workshops producing fine goods like jade and bronzes.	Thinking like a historian What does this tell us about the Shang Dynasty? Who do you think this belongs to? R1 Who Was Emperor Tang? R2 Why was he liked by his people? R3 What order do the events go in? R4 Why was Tang a good leader?	Write a paragraph explaining why Tang was seen as a good ruler. Red Know who Emperor Tang was Yellow- Explain what he did when he was a ruler Green- Identify why he was seen as a good ruler.

ENQUIRY QUESTION: What does Fu Hao's tomb tell us about the Shang Dynasty?

BIG IDEA- Interpreting history: The range of artefacts found in Fu Hao's tomb highlight the valued materials, the events of the time and the religious beliefs. However, it only sheds light on the life of someone of her status.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know that artefacts are the main form of evidence from the Shang Dynasty - Make deductions describing what the artefacts tell us - Explain why this can't tell us everything about the Shang Dynasty	✓ People were buried in Shang times and their possessions were often buried with them to take to the afterlife, especially if they were rich (similar to the Egyptians). ✓ In 1976, archaeologists discovered the tomb of somebody called Fu Hao. From the objects in the tomb, they were able to piece together a picture of who this mysterious lady was. ✓ Fu Hao was an unusual heroine from Ancient Chinese history. She was a wife, mother, military leader, politician and shaman. ✓ Her tomb was discovered in 1976 and one of the best preserved tombs from that era. Her name was inscribed on the ritual bronzes on the tomb. ✓ Most information on Fu Hao has come from oracle bone inscriptions.	Thinking like a historian What is this? Who do you think was buried here? Why? R1 Who did this tomb belong to? R2 What do you think these tell us? R3 What do they tell us? R4	Write under stickers of artefacts found in Fu Hao's tomb explaining what they tell us. Red Know that artefacts are the main form of evidence from the Shang Dynasty Yellow- Make deductions describing what the artefacts tell us Green- Explain why this can't tell us everything about the Shang Dynasty

ENQUIRY QUESTION: What caused the decline of the Shang Dynasty?

BIG IDEA - Cause and Consequence: The growing power of the Zhou Dynasty, the absence of the king's army and the dissent from the peasants led to the rebellion and overthrowing of emperor Di Xin.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know what happened when Di Xin became emperor - List the reasons that led to the decline of the Shang Dynasty - Understand that one cause may be linked to another making it more likely to happen.	✓ Chinese philosophers have said that every dynasty starts with a good leader and ends with a bad one and that a dynasty usually came to an end when its king acted in an inappropriate way ✓ The fall of the Shang Dynasty to the terrible behaviour of Di Xin. The fuller story tells us that the Shang Dynasty was attacked and overcome in 1046 BC by King Wu of the Zhou clan, who then founded the Zhou Dynasty ✓ King Di Xin was a ruthless leader who was cruel to his people. He punished them cruelly and would make them pay high taxes whilst she lived a lavish lifestyle ✓ The peasants however believed that the gods chose the king (known as the mandate of heaven) so they could not go against the king.	Thinking like a historian Who do you think this is? How do you think he was viewed? R1/R1a Who was this Emperor? Why was it the end of the Shang Dynasty? R2 How did the peasants feel about Di Xin? Did this contribute to his downfall ? R3	Write a paragraph describing the multiple causes for the downfall of the Di Xin. Red Describe what happened in Di Xin's life Yellow List reasons the Shang Dynasty declined Green Understand that one cause may be linked to another cause making it more likely to happen.

ENQUIRY QUESTION: How successful was the Shang Dynasty?

BIG IDEA -Interpreting history: Many achievements originated from the Shang Dynasty, including skilled bronze work, Chinese writing and the mapping of the moon and stars. However, the ruler, Di Xin, led to the decline of the Shang Dynasty, through his over indulgence and cruel punishment.

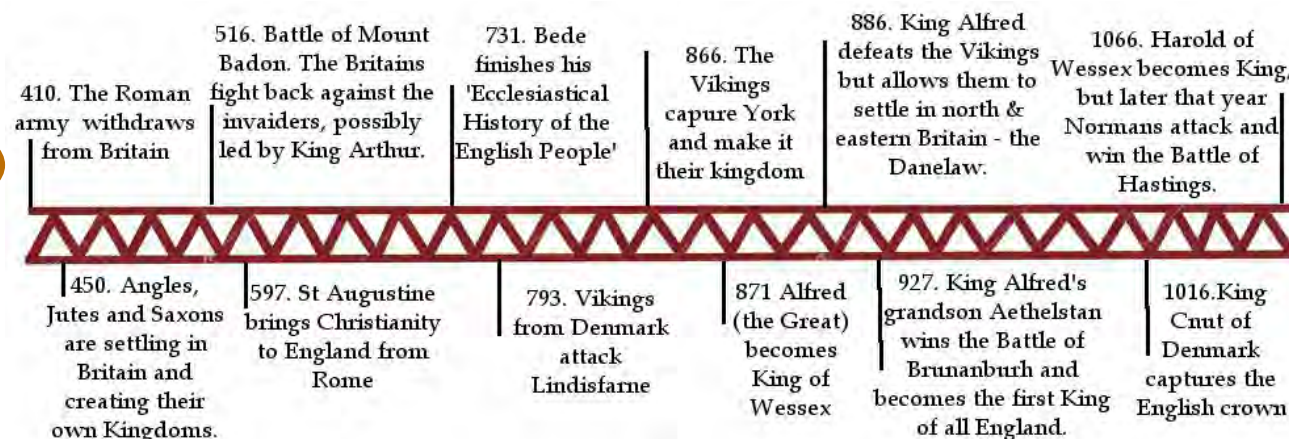
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Describe the achievements of the Shang Dynasty - Describe the downfall of the Shang Dynasty - Explain how the success of the dynasty changed	✓ The Shang Dynasty had 3 main parts the period of settlement, the period of prosperity and the period of decline. ✓ Period of Settlement this was the start of the dynasty people built their homes around the Yellow River Valley and they grew crops to feed people. Richer people like priests, warriors and kings would dwell in huge cities protected by either walls ✓ Period of Decline; when the final king of Shang Dynasty became king he ruled the peasants poorly, he increased taxes and treated them poorly. Finally he was defeated by King Zhou	Thinking like a historian What does this tell us about the Shang Dynasty? R1 What were the achievements/ downfalls of the Shang Dynasty? R2	Complete end of term quiz and answer enquiry question. Red - Describe the achievements of the Shang Dynasty Yellow - Describe the downfall of the Shang Dynasty Green - Explain how the success of the dynasty changed

Year 5 History Spring 1: Anglo Saxon and Scots

N.C. Expectations Britain's settlement by Anglo-Saxons and Scots

Key Enquiry Question

How dark were the Dark Ages?



Big Ideas

- ✓ This period has previously been considered a 'Dark Age' due to the lack of evidence during the early Saxon invasion, or lack of achievement, especially in comparison to the Romans.
- ✓ The Anglo - Saxons came after the Romans had left in 410AD.
- ✓ The Anglo Saxons are thought to have invaded for different reasons including: wealth of Britain and pressure on their homeland.
- ✓ Interpretations of Alfred the Great's achievements must be looked at sceptically due to the provenance of the sources available - (Anglo- Saxon chronicle and Bishop Asser)
- ✓ A key **change** took place in this period as Christianity began to replace paganism and spread across Britain.

Links to previous learning

- ✓ **Chronology:** In Y4 the Children learnt about the expansion of the Roman Empire in Britain. This period of history came just before the Anglo-Saxon invasion.
- ✓ **Invasion:** In Y4 the children explored the concept of invasion and what this meant through the Invasion of Britain by the Romans.
- ✓ **Religion:** the children learnt about the Roman Empire, which initially shaped Christianity in Britain
- ✓ **Religion:** they also explored the significance of changes to religion through the Tudor period in Y3.
- ✓ **Historical source work:** children understand that historians gain an understanding about the past through sources.

Videos & Additional Reading

- ✓ <https://www.youtube.com/watch?v=zp-MTR-fCAA>
- ✓ <https://www.bbc.co.uk/bitesize/topics/zxsbcdm> <https://www.youtube.com/watch?v=BoHYt2G4Mz8>
- ✓ <https://www.youtube.com/watch?v=BoHYt2G4Mz8>
- ✓ <https://www.staffordshirehoard.org.uk>

ENQUIRY QUESTION: Where do we place the Anglo-Saxons on our timeline of Britain?

BIG IDEA - CHRONOLOGY: The Romans preceded the Anglo Saxons, the Vikings co-existed with the Anglo- Saxons in Britain and the Normas came after that.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Locate the Anglo- Saxons in time, in relation to the Romans and Vikings Use key vocabulary for the unit Relate new vocabulary to multiple historical contexts	Use chronological understanding to locate the Anglo-Saxons in history. ✓ Vocabulary is specific and can help us to understand historical concepts and describe ideas accurately. ✓ Some vocabulary can relate to specific eras ✓ Some vocabulary is used in many historical contexts e.g. settle and conquer ✓ Some vocabulary relates to an abstract concept which applies to many historical contexts e.g. monarchy, empire, invasion ✓ The Anglo Saxon Age in Britain was from around 410 AD to 1066, which included the viking raids and roman invasions ✓ The Romans left Britain in 410 AD due to military over reach.	‘Think like a historian’ • What do you already know about the Anglo-Saxons? Image (See R1) • Where do the Anglo Saxons fit on our timeline of Britain ? Timeline (R2 & R3) • Who came before? What did you learn about the Romans last year? Who came after? • How strong is your chronological understanding? • True and false sorting activity (See R4) • Why do we learn new vocabulary? • What does it make you think of? • When have we seen this before? • What is the definition? • Can you think of any synonyms? • How would you use this word in a sentence? • Match definition to word activity (R5)	Chronology Outcome Identify Romans Anglo-Saxons & Vikings on timeline in books. (R2 & R3) Vocabulary outcome Write six sentences next to the widget, using the word in context. Red use the key vocabulary in sentences accurately. Yellow use key vocabulary accurately within sentences with reference to a historical context Green use new vocabulary in sentences referencing historical context E.g The Romans conquered many places leading to the expansion of their empire.

ENQUIRY QUESTION: Why did the Anglo Saxons invade?

BIG IDEA - CAUSE AND CONSEQUENCE: There were numerous reasons why the Anglo- Saxons came to Britain. There were both push and pull factors.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Describe some reasons why the Anglo- Saxons came to Britain. Classify reasons into push and pull factors. Compare motivation of Romans in comparison to the Saxons.	Understand why the Anglo-Saxons came to Britain.. ✓ The Anglo-Saxons took control of Britain after the Romans were ordered to return to Rome 410AD due to military over-reach and lack of funds. ✓ When the Romans left, invaders included the Irish and the Scots. ✓ Anglo-Saxons were from mainland Europe; a mix of tribes from Germany, Denmark and the Netherlands; the biggest tribes were the Angles, Saxons and Jutes. ✓ When the Angles settled they called Britain Angle-land. ✓ It is believed that some wanted to aggressively conquer; others wanted a peaceful place to live on Britains fertile land for farming. ✓ Toward the end of Roman rule in 400AD, Britain was being attacked by the Picts and Scots (from north of Hadrian's Wall - Scotland). ✓ A history book called the 'Anglo-Saxon Chronicle' tells of a king called Vortigern who invited the Anglo-Saxons to Britain to fight the Picts but instead they seized his Kingdom. Though the book may not be factually accurate, it may show that the Picts were causing trouble and that some of the Anglo-Saxon newcomers were invited to Britain.	‘Think like a historian’ • Who were the Anglo Saxons and where did they come from? Map of where the Anglo Saxons came from (R1) • What was Britain like during this time? Images (R2) • Where did the tribes settle? How do we know? Image Staffordshire hoard (R3) • Why did they come to Britain? Images of possible reasons (R4) http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/who_were_the_anglo-saxons/ • Video https://www.bbc.co.uk/bitesize/clips/zc3b4wx • Was it a push or pull factor ? Sorting sheet (R5)	On a map identify where the Anglo saxons were from Write paragraph to explain why the Anglo Saxons came to Britain Push or pull factors? Red Describe some reasons why the Anglo- Saxons came to Britain Yellow Classify reasons into push and pull factors Green Compare motivation of Romans in comparison to the Saxons.

ENQUIRY QUESTION: What does the Anglo Saxon grave tell us about Anglo-Saxon Britain??

BIG IDEA - EVIDENCE BUILDS KNOWLEDGE: Archaeological evidence found at Sutton Hoo has furthered our understanding of the Anglo Saxons. Evidence has been found recently.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Make simple deductions from primary sources with clues.	Make deductions from Anglo- Saxon artefacts.	‘Think like a historian’ What do you think was found here? Image (R1) Who did this tomb belong to? YouTube video (45s) Sutton Hoo	Children create museum display of 3 primary sources. Include - name, year, location found and what it tell us (R3 & R4)
Make deductions about primary sources.	- Our knowledge of the past is based on assumptions and inferences about artefacts/evidence from the past. - Sutton Hoo is the site of two 6th and early 7th century cemeteries, including undisturbed ship burial with a wealth of Anglo-Saxon artefacts. - Most significant artefacts of the Anglo Saxon period are from the Sutton Hoo burial site including metalwork dress, ceremonial helmet/shield/sword, a lyre - Artefacts are excellent examples of craftsmanship and of how Anglo-Saxons accumulated precious objects from diverse cultural sources - like modern day.	What do the clues found in the tomb tell us? Primary sources (R3) https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-sutton-hoo Video clip (6:15 - 8:37)	LA- Provide scaffolding sentences.
Use knowledge and clues to make deductions.	- Written evidence from this period is sparse and therefore nothing is definite. We must be careful when making interpretations. - History is always being re-written in the light of new evidence. A new hoard of Anglo Saxon treasure was found just 70 years ago! (The Staffordshire Hoard)	Who was buried here? Images of different people (R2) Continue video clip from 8m 54s Do we know all this information for sure? Have we found all the evidence there is from the Anglo-Saxons?	Red- Make simple deductions from primary sources with clues (Use cards to scaffolds) Yellow- Make deductions about primary sources. (Without cards) Green- make more informed deduction using their understanding of the period thus far and previous invasions of Britain

ENQUIRY QUESTION: How did people's lives change when Christianity came to Britain?

BIG IDEA - CONTINUITY AND CHANGE: Anglo Saxons brought pagan Gods to Britain but overtime, Christianity spread across Britain.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Order events of the conversion.	Understand how Christianity spread across Britain.	‘Think like a historian’ What do you think this tells us about religion in Britain? Image of a monk in a coffin (R1)	Pupils order events of how Christianity came to Britain. (R& R5)
Explain the gradual change overtime.	- The Last years of Roman Britain were dominated by Christianity. - When the Romans left and religion reverted back to paganism. Anglo-Saxon tribes had their own pagan Gods such as Thor; - However over time the religion of Christianity was reintegrated into Britain and slowly became wide spread.	What were Anglo-Saxon beliefs before Christianity ? Pagan Gods Images (R2)	Write a paragraph explaining how historians know about the changes of religion in Britain
Explain how historians know.	- Key events led to this: St Columba founded churches in Ireland., Pope Gregory sent first mission of 50 men from Rome, headed by a monk called St Augustine, St Augustine met by King Ethelbert of Kent who had a Christian wife. He let the monks build a church at Canterbury. , Monastery built at Lindisfarne, St Cuthbert became Bishop of Lindisfarne and the famous illustrated book was written in his memory, - We know this information from the monastery at Jarrow Bede wrote his famous account of the coming of Christianity, and writings of Bede - The Saxons built important monasteries, the remains of which we can still see today.	When did Christianity begin ? How did it arrive in Britain? Tell the story (R3) Sequence events card activity (R& R5) Was Christianity instantly widespread? from story (R3) How do we know Christianity was in Britain ? Images (R6).	Red- order events of the conversion. Yellow- Explain the gradual change overtime Green- Explain the journey religion has taken in Britain from Christianity to paganism and retiring the Christianity using evidence to support the argument.

ENQUIRY QUESTION: How great was Alfred the Great?

BIG IDEA - SIGNIFICANCE: Alfred the Great is historically significant because of the effect/impact he had on Anglo Saxon Britain.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Identify reasons why Alexander was considered great.	Understand different interpretations of Alfred the Great. - Alfred the Great was the king of Wessex. - Some historians believe he was considered great for numerous reasons; others are sceptical of his greatness, due to the primary sources written about him.	'Think like a historian' How would you describe this man? Image (R1) Who was Alfred the Great? How has history made Alfred seem great? Images (R2) Why is he remembered as Great? Source images of Alfred the Great (R3 & R4) Which reasons are the most significant? Sorting activity (R5) Was Alfred as great as the information suggests? (See R7)	Up-level the BBC website article (R6) about Alexander the Great by writing your own. 'How great was Alfred the Great ?' Red List a few relevant things, without a grasp of their significance. Yellow Lists key achievements and suggests which reason is most significant Green Can explain why he can be considered great but uses the provenance of sources to explain why we must be sceptical
Identify which reason is most significant	- He was victorious in the Battle of Eddington, which was crucial in stopping the advance of the Vikings. - Alfred revived education- he recruited scholars to translate texts from Latin to English.		
Use understanding of provenance to explain why we have to be sceptical.	- He increased the size of the navy with ships of his own design. - He defended the Christian Anglo-Saxon areas against Viking threats. - However some argue he was not able to ward off the Viking threat until 878. - Accounts of Alfred are written by his own courtiers- Bishop Asser and therefore may be exaggerated and filled with flattery. - Provenance is where a source came from (e.g when it was written, who by etc) and how this affects the authenticity of a source.		

ENQUIRY QUESTION: How dark were the Dark Ages?

BIG IDEA - INTERPRETING HISTORY: Historians previously labelled this period as the 'Dark Ages' due to the lack of evidence; dark compared to the Romans; or lack of achievements. It is now debated.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Write an extended answer to the question. Include reasons why it is known as a Dark Age Use evidence to explain why it may not be a Dark Age.	Use historical knowledge to construct a historical argument to the enquiry question. - Some would describe this period as the 'Dark Ages'; others would describe it as less dark. - Dark could mean we know little about it; only dark compared to the Roman Empire which overshadowed it; or dark because there weren't many great achievements. - A hoard of treasure was found in Staffordshire which show a wealth of craftsmanship - Anglo-Saxons became Christians and churches were built. - There were laws and systems of justice - The Anglo Saxons traded with other countries. - There is little evidence for the first two century's after the Anglo- Saxons invaded and therefore this could be considered dark. - After the Romans left their towns and villas went into decay. It was now less organised and war lords ran small kingdoms.	'Think like a historian' What words would you use to describe the Anglo- Saxons? Image (R1) What does it mean when we use the work dark to describe the Dark Ages ? Why might the dark ages be considered dark or not dark? Images (sources R2 & R4) Sorting statements (R3)	Knowledge assessment: Complete multiple choice quiz on the core knowledge for the term. (R5) 'Thinking Like a Historian' Assessment: Extended piece of writing to answer the enquiry question Red Write some reasons it might be known as the Dark Age. Yellow Offer explanations both for and against labelling this period as the 'Dark Ages'. Green Include two interpretations and explain that the term dark may not be able to be applied to the whole period or that it was only dark in comparison to Roman achievement.
Show a deeper understanding of the term dark and relate it to other historical contexts.			

Year 5 History Spring 2: The Victorians

National Curriculum Expectations a study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066

Key Enquiry Question

Were the Victorian times a Dark Age or a Golden Age

Vocabulary	Definiton
monarch	The King or Queen of a country
indsutry	Economic activity concerned with the processing of raw materials and manufacture of goods in factories
industrial revolution	Changes in economic and social organisation, specifically with the replacement of hand tools with power driven machines
urban	The city or town
rural	The countryside
mass-produced	Manufactured in large quantities by an automated mechanical process

Big Ideas

- ✓ During the Victorian Era, many changes took place including: industry, transport, education and lifestyle.
- ✓ Great industrial advancements were seen in this period, as a shift took place from hand manufacturing to machinery.
- ✓ The name 'Industrial Revolution' demonstrates the scale and the sharp change that took place.
- ✓ These changes affected people differently. Some greatly benefited from the changes; others were negatively impacted by them.
- ✓ Children, who worked in factories, experienced poor working conditions although this may not have been the case for all.

Links to previous learning

- ✓ When studying the Stone Age, we looked at the changes that took place over a long period.
- ✓ When studying the Romans, we looked at how settlements changed when the Romans invaded Britain.
- ✓ In Y1 we learnt about Princess Diana and the importance of the Royal Family known theory of this time.



1712: Newcomen Steam Engine



1764: Increased Yarn & Thread Production



1769: Spinning Frame



1733: Flying Shuttle, Automation of Textiles



1769: James Watt's Steam Engine

Videos & Additional Reading

- ✓ <https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6>

ENQUIRY QUESTION: Why was Queen Victoria the Queen?

BIG IDEA - Chronology: The crown or title (King or Queen) is passed from one descendant to the next. Our royal family is related to, and descendants of, Queen Victoria

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand how monarchy is passed through a family ☒ Locate the Victorian era in history. ☒ Map the journey of monarchy on a family tree. ☒ Relate new vocabulary to multiple historical contexts.	☒ Some vocabulary relates specifically to its historical context ☒ One specific word can make meaning in context very clear ☒ Use the most appropriate word makes meaning clear ☒ Use definitions from knowledge organisers of key vocabulary ☒ Introduce the timeline in books. Look at the significant events. ☒ Monarchy is the king/queen of a country and their family. ☒ The title of King/Queen is passed through families particularly through the male side. ☒ The previous monarchs we have studied are descendant of each other. ☒ A family tree shows us the descendants of families and we can use family trees to show the line of succession using a family tree. ☒ Queen Victoria came to the throne in 1837 and was pivotal in changing the way people worked and lived. ☒ We can see that the crown is passed through families on a family tree- Queen Victoria is related to our current queen	Where does Queen Victoria fit into our current royal family? R1 How does the monarchy pass through generations? R2 R3 (Skip through as needed) Where do the Victorians fit into history? R4	Chronological outcome R2 printed A3 map the journey of the monarchy showing how it is passed through an era Vocabulary outcome Write 3 sentences next to the widget (highlighted in yellow), using the word in context. Red use the key vocabulary in sentences accurately. Yellow - Recognise the concept of monarchy and how it is passed down through generations Green - Use the development of monarchy concept to understand how the Victorians fit into history.

ENQUIRY QUESTION: What were the main changes that took place during this time?

BIG IDEA - Change and Continuity :During the Victorian Era, many changes took place in transport, industry, education and social care. These changes did not take place for everyone equally and at the same rate.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To explain key changes that took place during the Victorian Era ☒ Describe some changes that took place in the Victorian Era. ☒ Group changes into categories. ☒ Explain that changes did not happen to everyone at the same rate.	☒ During the industrial revolution , many changes took place. ☒ Transport changes took place ☒ Industry changes took place factories and mines were built mainly in the north. ☒ Education changed during this period due to the impact of the Act in 1870. ☒ This changed social and medical care. ☒ During this long period, there was a progression of changes. For example Railways at the beginning and cars at the end. ☒ Changes did not take place for everyone at the same rate or equally. ☒ For those who lived in the countryside, it was less noticeable. ☒ Until the Industrial Revolution, most people in Britain lived in rural locations and earned a living through the land. ☒ During the Victorian era, the Industrial Revolution radically changed the way people lived. ☒ When Queen Victoria came to the throne in 1837 only 20% of the population lived in towns and cities. By the time of her death in 1901 more than three quarters of the population lived in urban areas ☒ During the 18th and 19th centuries lots of machines were being invented that could do the work of manual labourers, which left many people in rural areas out of work ☒ They went to the towns in search of work in the many factories which were being built.	Thinking like a historian What can you infer about industry during this period R1 What Changes took place in this period? Can you spot any themes ? R2 Do you think these things changed for everyone? Were these changes gradual?	Under themed headings mindmap the changes that took place in the four areas. Red - Describe some changes that took place in the Victorian era. Yellow - Group changes into categories and Explain changes Green - Explain that changes did not happen for everyone and at the same rate.

BIG IDEA - Cause and consequence: During the industrial revolution, there was a transition from a society based on hand manufacturing to a society based on machinery. This was partly due to the the inventions of Richard Arkwright and Abraham Darby.

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HISTORY Y5: Spring 2: Week 4

BIG IDEA - Interpreting history: Interviews for children working in factories shed light on the poor working conditions. However, the provenance of the interviews may have negatively influenced what was written.

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S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To explain what the working conditions were like for children in factories Describe conditions of factory life for children. Explain what factory life was like for children including examples. Use provenance and knowledge to explain why we have to be sceptical.	Children working in factories often had poor working conditions They started work at a very young age Worked long hours as a nay as 15. They had little retest time and no time for proper meals They got injuries caused by accidents Deformities caused by repetitive hard work Punishments for lateness Early starts, sometimes 3am Late nights going to bed often 11pm Fear of being beaten. However, in 1830 a man named Richard Oastler insisted in newspapers to various newspapers that factory owners of Yorkshire were more cruel to their child workers than slave owners were. The prime piece of evidence is the parliamentary report of 1832 written by Michael Sadler MP. The reports given were real testimony's given to commissioners investigating the report. Much of the evidence collected was by those with a vested interest in criticising factories. Some Victorians also believed that factories were good for children as it gave them a reasonable wage and food. Not all factory owners were tyrants - Titus Salt built a model village for his workers Factory acts of the 1830s was put in place to stop maltreatment. However, there wasn't enough inspectors to enforce this.	Thinking like a historian What can you infer from this image about children's working conditions? RI What was life like for children? R2 - Read interview in pairs Can you remember 10 working conditions based on the interviews? Were the conditions as bad as they say? R3- slide 3-8 Why do we have to be sceptical?	Write a paragraph explaining what factory conditions were like. Red - Describe conditions of factory life for children Yellow- Explain what factory life was like for children including examples Green- Use provenance and Knowledge to explain why we have to be sceptical.

ENQUIRY QUESTION: What were the main changes in transport and what effect did this have on the lives of different people in society?

BIG IDEA - Similarity and difference: The building of the railway affected different groups of people differently. Some benefited, particularly rich businessmen, as they sold shares in the railway companies: coach innkeepers lost trade as they lost business.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know how transport evolved during the industrial revolution - Know that the building of the railways affected different groups differently. - Describe some positive and negative aspects. - Explain how the building of the railway affected different groups of society.	- During the Victorian era railways were built it was positive for some and negative for others. - It significantly decreased the travel time. - It gave people access to the seaside - Allowed goods to be mass transported across Britain. - Factory owners and mill owners liked the railways as they would transport the items they produced - Shopkeepers liked the fact the railway's brought them new customers. They could also sell goods that were brought to them cheaply and quickly by train - However, the railways were not positive for everyone. - Farmers were fearful of losing land and noise polluting their peaceful surroundings. - Coaching innkeepers were likely to lose trade with less coach passengers.	Thinking like a historian What does this source tell us about transport in the Victorian Era? R1 What other benefits do you think it brought? R2 Did everyone feel the same way? R3/R4/ R5 Do you think it would be positive or negative for these groups of people? Why ? R6 - extra information What were the Pros and Cons of building the railways? R7	Write a list of pros and cons for the building of railways. Red - Know that the building of the railways affected different groups differently Yellow - Describe some positive and negative aspects. Green - Explain how the building of the railway affected different groups of society.

ENQUIRY QUESTION: Were the Victorian times a Dark Age or a Golden Age?

BIG IDEA - Interpreting history: Victorian Britain can be seen as a Golden age due to the industrial advancement, the building of the railways and the benefits this brought. However, Victorian Britain can be seen as a Dark Age due to the poor working conditions for children in factories and the negative implications of building of the railways.

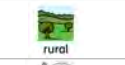
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To explain the positives and negatives of the Victorian Era - Describe some key features of the Victorian Era. - Explain why it can be described as a Dark Age/ Golden Age. - Use examples to support explanations.	- Victorian Britain can be seen as a Golden age due to the industrial advancement, the building of the railways and the benefits this brought. - However, Victorian Britain can be seen as a Dark Age due to the poor working conditions for children in factories, and the negative implications of the building of the railways.	Was Victorian Britain a Golden Age or a Dark Age ? How do these historical websites define it ? R1 How can it be seen as a Golden Age? What significant changes took place in this Era? Why can it be viewed as a dark age?	Assessment quiz Write an extended answer to the enquiry question. Red - Describe some key features of the Victorian Era Yellow - Explain why it can be described as a Golden Age/ Dark Age Green - Explain how it differed depending on who you were in society

Year 5 History Summer 1: The Victorian Era and my local area

N.C. Expectations: a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

How can I see the influence of the Victorians in my local area?

VOCAB	Definition	Widgit
Industrial Revolution	The time when people began to use machines to make products instead of making them by hand.	
rural	An area of countryside	
merchants	Someone buying and selling goods	
architecture	Designing and making different buildings	
Working-Class	A group in society who have low skilled and low paying jobs	
Residential	A building or area where people live	

Videos & Additional Reading

- ✓ <https://www.british-history.ac.uk/vch/middx/vol5/pp317-324>
- ✓ <https://tottenham-summerhillroad.com/brucecastle.htm>
- ✓ <http://www.primaryhomeworkhelp.co.uk/victorians/children/schools.htm>
- ✓ <https://www.english-heritage.org.uk/learn/story-of-england/victorian/architecture/>

Big Ideas

- ✓ The Victorian era has influenced the local area- Tottenham.
- ✓ We can see the influences in the geography of the local area, architecture and Bruce Castle.
- ✓ Victorian schools, like Bruce Castle, were not the same for all children. Poor children would often attend public schools, whereas rich children would attend private schools.



Links to previous learning

- ✓ **Chronology:** Prior to the Victorian era was the Georgian period.
- ✓ **Continuity and change:** Architecture has changed overtime from the Stone Age to the Georgians, Victorians and today.
- ✓ **Interpreting history:** History from all eras can be seen in our local area. E.g Georgian houses.



ENQUIRY QUESTION: Why is the Victorian era historically significant?

BIG IDEA - Chronology: The Victorian era was 63 years long and witnessed revolutionary breakthroughs. This was a period of significant changes that still impact the world we live in today.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Place the Victorian era in a timeline of Britain	- Queen Victoria came to the throne in 1837 and was pivotal in changing the way people worked and lived. - The Victorian Era lasted 63 years from 1837-1901. - The Victorian era saw revolutionary breakthroughs in the arts and sciences which shaped the world today.	Thinking like a historian What does this image tell us about the Victorian Era? R1 Were these the only changes? Where does this era fit on our timeline of Britain? What significant changes took place, in which order? R2 What do these words remind you of ? Can you use them in context?	Chronology outcome: Ordering statements of key events. Vocabulary outcome: Write 3 sentences using the word correctly in context. Red Know where the Victorian era fits on a timeline of Britain Yellow- Describe some significant changes that took place in the Victorian era Green Order significant events chronologically and explain significance.
Name some key events that took place during the Victorian era	Some key events during Queen Victoria's reign include: 1837 the purses of parliament were built; 1841 The Great Western Railway from Bristol to London was completed; 1844 the factory Act stops children between 8-13 working more than 6.5 hours; 1851 London was now Britain's largest city with 2.4 million people; 1856 police forces in every town; 1868 the last public hanging; 1870 schools provided for 5-10 year olds.		
Order the significant events chronologically			

HISTORY Y5 Summer 1: Week 2

ENQUIRY QUESTION:
What were the key developments in both industry and transportation infrastructure that occurred in the Isle of Dogs during the 19th century?

BIG IDEA -Continuity and change : Key developments included the establishment of West India Docks to accommodate London's growing trade demands and the opening of the Millwall Extension Railway in 1871, facilitating the movement of goods to and from the docks.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know what the Isle of Dogs was like before the Industrial Revolution	- During the Victorian era the Isle of Dogs saw a rise in both industry and transportation infrastructure. - The Isle of Dogs, strategic positioning along the Thames, became an important industrial and maritime hub. - During this period, there was a development in industry which included: The West India Docks in the Isle of Dogs which were constructed in response to the growing trade demands of London, providing space for ships to unload goods and the Millwall Iron Works, which was built to create iron that was used for the ships.	Thinking like a historian What was the Isle of Dogs like before the Industrial Revolution? R1/R2 What was the Industrial Revolution? What changes took place? R3 What are some of the key geographical features of the Isle of Dogs? R4 How did the Industrial Revolution influence industry development on the Isle of Dogs? R5 What changes did the Industrial Revolution bring to transportation and infrastructure on the Isle of Dogs? R6	Outcome: Annotate pictures with the key changes that took place during the Industrial Revolution in the local area.
Explain how the Industrial Revolution influenced industrial development	This period also saw changes to Transportation Infrastructure which included the opening of the Millwall Extension Railway in 1871 that facilitated the movement of goods to and from the docks in the Isle of Dogs, leading to the establishment of new railway stations and thoroughfares and the construction of the Greenwich foot tunnel in 1902 which provided a pedestrian link between Greenwich and the Isle of Dogs, improving connectivity between the two areas.		
Explain how the Industrial Revolution influenced transportation and infrastructure.			

ENQUIRY QUESTION: What were the factors driving urban expansion in the Isle of Dogs, and how did it impact local communities?

BIG IDEA - Continuity and Change: Urban expansion in the Isle of Dogs was primarily driven by industrialization, maritime trade, and transportation improvements, significantly impacting local communities by attracting a growing population seeking employment opportunities and reshaping the social and economic fabric of the area.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know what the Isle of Dogs was like before the Industrial Revolution	During the Victorian era, the population in the Isle of Dogs increased due to the growth of factories, workshops and maritime trade which provided employment opportunities. Due to this, the Isle of Dogs witnessed urban expansion. E.g. The Cubitt Town area was established in the mid-19th century to accommodate the growing population of dockworkers and industrial laborers in the Isle of Dogs. In Greenwich, the development of new residential areas such as Maze Hill provided housing for workers in nearby industries.	What was the Isle of Dogs like before the Industrial Revolution? R1 What changes occurred in urban development? R2 Why did these changes occur?	Make a video documentary of the changes and why these changes took place. Use primary evidence to explain key points.
Explain how the Industrial Revolution influenced urban development	The rise in population and influx of visitors, led to the rise of Social and Cultural Institutions: The construction of churches such as Christ Church in Cubitt Town provided spiritual support for the growing community of residents and workers in the Isle of Dogs and the establishment of schools such as the Royal Naval School in 1843 provided education for the children of naval personnel and local residents in Greenwich, her community facilities.	What social and cultural changes took place during this period? R3 Why did these changes take place?	
Describe the social and cultural changes that took place.			

ENQUIRY QUESTION: How can the influence of the Victorian era be seen in the architecture in the Isle of Dogs?

BIG IDEA- Interpreting history: During the Victorian Era new houses were built that are recognised today by there specific features. These changes took place partly due to the new manufacturing process.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that houses changed during the Victorian era.	The architecture of the Isle of Dogs is deeply influenced by the Industrial Revolution, with many buildings serving as warehouses and factories that supported London's burgeoning trade and manufacturing industries during the 19th century. The Industrial Revolution led to a widespread use of iron and steel in building structures. This can be observed in the Isle of Dogs' industrial buildings, where iron and steel were often incorporated into the frameworks for added strength and support. The Isle of Dogs had large warehouses with expansive floor spaces and tall ceilings to accommodate storage and facilitate the movement of goods. Key features of Victorian architecture include: red or yellow bricks, reflecting the prevalent construction material of the time; bay windows; decorative features including: ornate trim, moldings, and architectural flourishes such as cornices, brackets, and corbels.	Thinking like a historian What do these buildings tell us? R1 (selection) What were the features of Victorian Architecture? R2/R3	Walk around local area.
Describe key features of Victorian properties	Victorian houses also often had high Ceilings: Some Victorian houses in the Isle of Dogs may incorporate decorative ironwork elements, such as railings, balconies, or intricate gates, showcasing the craftsmanship of the period.	Which houses are Victorian? Why did houses/buildings change?	Red Know that the Industrial Revolution had an impact on architecture in my local area.
Make links between era and housing.		Did all houses look like this?	Yellow- Describe some features of Victorian properties Green Draw links between the era and the architecture

ENQUIRY QUESTION: How can I see the influence of the Victorians in my local area?

BIG IDEA -Interpreting history: The influence of the Victorians can be seen in the local area today. This includes: architecture, school buildings and the surrounding area.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Name some key Victorian features in the local area Describe how they relate to the Victorian era Use supporting knowledge to support statements	✓ The impact of the Victorians can be seen in our local area in many ways. ✓ Transportation Changes: The Isle of Dogs saw transportation advancements with the opening of the Millwall Railway. ✓ Industrialization: Rapid industrialization occurred during the Victorian era, marked by the establishment of factories, warehouses, and shipyards due to the increase in maritime trade and production. ✓ Urban Development: The Victorian era brought significant urban development to the Isle of Dogs, with the construction of residential areas, commercial buildings, and infrastructure to support the growing population and industrial activities. ✓ Architecture: Victorian architecture is prominent in the Isle of Dogs, characterized by ornate facades and decorative brickwork, seen in buildings like the Grade II listed Millwall Dock Pumping Station.	Thinking like a historian What can we learn about the Victorians from our local area? What urban development changes took place? Why? What transport changes took place during this era? What does the architecture tell us?	Complete end of term quiz and answer enquiry question. Red - make simple inferences about the local area and what it tells us. Yellow- offer numerous examples of how the Victorian era has influenced our surroundings. Green- offer numerous examples of how the Victorian era has influenced our surroundings including research.

HISTORY Y5 Summer 1: Week 6

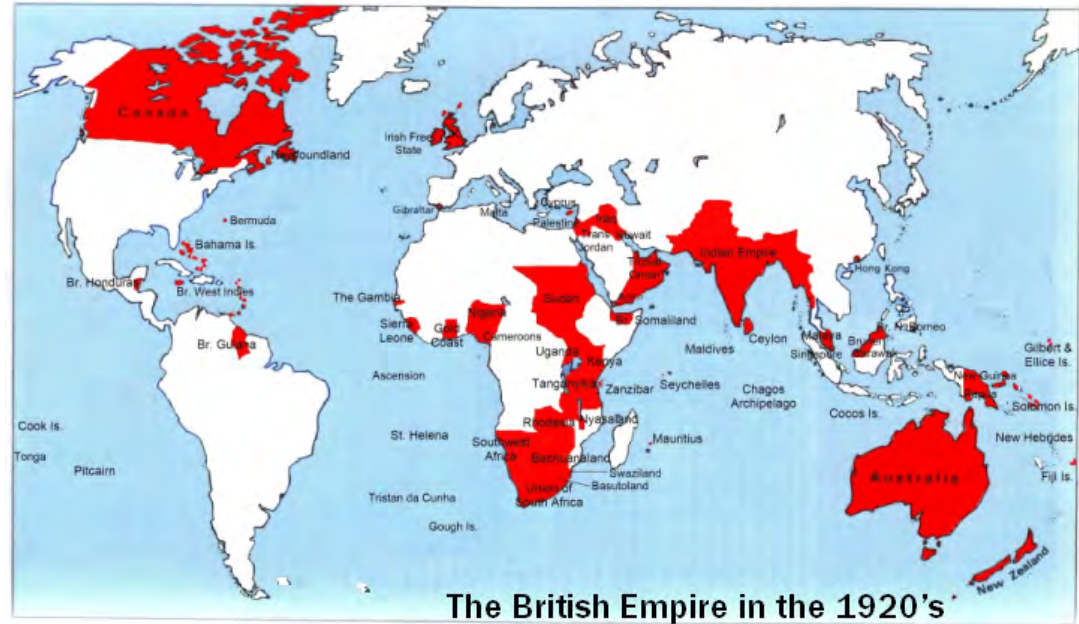
S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment

Year 5 History Summer 2: The Victorians and the British Empire

N.C. Expectations: a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

How should the British Empire be remembered?



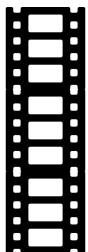
VOCAB	Definition	Widgit
Period	An era of history which has a distinctive feature in	 period
Territories	An area belonging to the rule of a government	 territories
Empire	A group of countries ruled by a single monarch or sovereign state	 empire
Rebellion	Open opposition to authority	 rebellion
Trade	The action of buying and selling goods or services	 trade
Colonised	To send people to live in and govern another country	 colonised

Links to previous learning

- ✓ In Yr 3 we learnt about how trade links began to made during the Tudor period.
- ✓ In Y4 we learnt about how the government and monarchy continued to expand their trade links throughout the 1600 and began to take **control** of areas in order to control the trade in this area and make more money.
- ✓ We also learnt that Britain set up **colonies** in the countries where they traded such as Africa, America, The Caribbean and India.
- ✓ As Britain took more control during the Georgian Era, the British Empire began to grow.

Big Ideas

- ✓ In 1922 the British Empire was at its largest covering 1/4 of the world.
- ✓ India was part of the British Empire and the East India company was how Britain exercised their power in India.
- ✓ Some Indian people were unhappy with the way Britain ruled and in 1857 the Indian Mutiny rebellion took place.
- ✓ Historians have debated how the British Empire should be remembered, as there were both positive and negative aspects to the empire.



- ✓ https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history/the_british_empire/the_british_empire.html
- ✓ <http://www.coreknowledge.org.uk/resources/ResourcePack-Year5-TheBirthoftheBritishEmpire.pdf>
- ✓ <https://www.bbc.co.uk/teach/class-clips-video/e-is-for-empire/zd676v4>
- ✓ <http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%206-%20The%20British%20Empire.pdf>

ENQUIRY QUESTION: How do these periods of history differ?

BIG IDEA - Chronology: Periods of history usually have distinctive features, which mark them as a particular period. Using dates can help us to see how long these periods lasted for. Dates can also help us mark significant times within a period.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Define a historical period	- Queen Victoria came to the throne in 1837 and was pivotal in changing the way people worked and lived. - The Victorian Era lasted 63 years from 1837-1901. - Prior to the Victorian period was the Georgian period 1714-1830 During this time, the industrial Revolution began. - The Anglo- Saxons invaded Britain in 450AD. They split the country into various kingdoms and spread Christianity across Britain. - Ancient civilisations included the Mayans and the Ancient Egyptians. For a period of history that existed a long time ago, these ancient civilisations can appear advanced for their time. Which included the use of a number system during the Mayans. - When the Romans invaded Britain in 43AD, they influenced the way Britain is today. This includes: roads, aqueducts, towns and religion. - The Stone Age began around 2.6 million years ago. Evidence of this period includes the use of humans using Stone tools and living as Nomads. This is the longest period of history. - The use of tools changed during the Bronze Age and Iron Age. - Ancient refers to a period of history that took place thousands of years ago.	Thinking like a historian What period is this? Why is it called that ? R1 What is a historical period? Can you put these periods of history in chronological order? R2 When did they happen? how long was this period? Which period was the longest? Where does the Victorian's fit on our timeline of Britain? What do these words remind you of ? Can you use them in context?	Chronology outcome: Pupils order periods in pairs and discuss features of these periods. (Photo) Vocabulary outcome: Write 6 sentence using the word correctly in context. Red- Define historical period Yellow- Order periods chronologically Green- Use dates and to mark periods and recall dates of significant events.

ENQUIRY QUESTION:

What does the quote ' the empire where the sun never sets' tell us about the British Empire?

BIG IDEA Significance : During the reign of Queen Victoria, the British Empire was at its largest, covering 1/4 of the world. The quote shows just how far Britain's empire had expanded.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Define empire	- During the nineteenth century the British Empire which was established in the 1600s continued to grow. - The British Empire was at its largest in 1922 and encompassed 1/4 of the world's land mass. - It became known as the 'The empire on which the sun never sets'. - It began as a trading empire but increasingly the monarchy sought political power over its territories.	Thinking like a historian What does this map show us about the British Empire? R1 What happened to the British Empire overtime? R2/ R3 What does the quote ' the empire where the sun never sets' tell us about the British Empire? R4	Outcome: Shade the countries of the British Empire on the map. Red Explain that Britain had a large empire Yellow- Describe some countries that were in the British Empire. Green- Describe how the empire gradually increased overtime.

ENQUIRY QUESTION: What were the causes of the Indian Mutiny?

BIG IDEA - Cause and consequence: The causes of the Indian Mutiny include disrespect of Indian values, religion, violence money and more.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know what the Indian Mutiny was	☒ After the Battle of Plassey in 1757 British power spread through India. The power was exercised by the British India Company and they became more than just a company. They gained political legal power in India and started to impose western ideas upon the Indian people.	Thinking like a historian What does this image tell you about Britain's rule in the countries in its empire? R1	Mini task read causes sheet and group into main reasons. Order the events sheet (
Describe some causes of the British Mutiny	☒ In 1857 the Indian Soldiers who were employed by the British Army rebelled.	How was India brought under the British Empire? R2	Write a paragraph explaining the causes of the rebellion.
Group reasons into categories/ long and short term.	☒ One of the main causes of the rebellion was the fact that British rule in India did not respect local customs and traditions. ☒ The Indian Mutiny lasted for a year, and was inspired by the refusal of Indian troops to use ammunition packed sealed in animal fat as this was against their cultural beliefs.	What was the East India Company? How did British power spread in India? R3 What was the Indian Mutiny? What were the causes? R4 What were the events of the Indian Mutiny? R5	Red Explain a cause of the British rebellion Yellow- Describe numerous causes of the rebellion Green- Group reasons into categories and also look at long and short term causes,

ENQUIRY QUESTION: What were the downfalls of the British Empire in India?

BIG IDEA Cause and Consequence: The British Raj in India can be seen as both positive and negative. There was much investment into India's infrastructure and the Indian economy grew. However, much of this wealth was extracted to Britain.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Name consequences of British rule in India	☒ After the Indian Mutiny in 1857, the British Raj was established to replace the East India Company. It tried to show greater respect for Indian customs.	Thinking like a historian What impression does this give of life in the British Empire? What impression does it give of the economic development in the empire? R1	Sort reasons into positive and negative. Print Primary sources and discuss what they show (groups) Photo lesson
Group reasons into positive and negative consequences	☒ Indian customs were celebrated by the British Empire, and Indians were able to gain promotion into higher ranks of the army and civil service in India.	What was India like after Britain established control? R2	Red- List consequences of British rule in India
Use sources to support statements made.	☒ There was much investment in India's infrastructure , in particular the Indian railway. ☒ However people of India still faced a huge amount of hardship under the British Empire. E.g. The economy grew but much of the wealth was extracted to Britain. During the Great Famine, the British continued to export crops to England and left no food for people living there. Britain used Indian soldiers to fight wars overseas instead of British soldiers.	Was British rule positive or negative in the Indian empire? R3 https://www.nationalarchives.gov.uk/education/empire/g2/cs4/default.htm	Yellow- Explain consequences and categorise reasons into positive and negative Green- Use sources to support statements made

ENQUIRY QUESTION: What was the scramble for Africa?

BIG IDEA -Significance During the early 1900s many empires were gaining in size, Africa was considered to be a desirable location due to the number of natural resources this meant many empires rushed to gain control of the land. By 1914 90% of Africa was controlled by seven European countries.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Discuss the events of the scramble for Africa -Recognise why the scramble for Africa happened. -discuss the impact of the scramble for Africa.	✓ During 1870's, The European powers (Britain, France, Spain, Portugal, Belgium and Germany) took a great interest in Africa and all colonised large parts of it. This period was known as the 'scramble for Africa'. ✓ They saw the continent as a large, untapped sources of trade and profit. ✓ The British focused their attention on the NorthEast of Africa around, the Suez Canal, and the south of the continent know as Cape Colony. ✓ One of the most famous individuals of the Victorian period was David Livingstone who was an explorer and mapped much of the African continent. ✓ By 1914 90% of Africa was controlled by seven European countries. After the Berlin conference in 1884 the USA, Ottoman Empire and 12 European countries divided up most of the African continent between them. ✓ We can still see the impact of the scramble for Africa today in the languages spoken in former African colonies, how their governments work and how the education systems are run. These changes often came at the expense of African languages, culture and systems that existed before colonisation.	Thinking like a historian What does this map demonstrate? R1 What was the scramble for Africa? R2 What happened during the scramble for Africa? R3 What does this source tell historians about the scramble for Africa? R4 complete the activity Why were European countries rushing to gain control of Africa? R4	R stick in books write a paragraph explaining the events of the scramble for Africa and why European countries were rushing for control Red Know what the scramble for Africa was Yellow- Describe why Africa was so desirable to European countries. Green- discuss the lasting impacts the scramble for Africa has had

ENQUIRY QUESTION: How should the British Empire be remembered?

BIG IDEA Interpreting history: The Legacy of the British Empire is complex and has been a highly debated topic by historians. While they brought about trade and had a positive influence on some of the countries in their empire, it was not always a positive experience for those living in their empire.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Identify both positive features of the British Empire Identify negative features of the British Empire Use sources and detail to explain both arguments.	✓ The legacy of the British Empire remains the subject of ongoing debate. Some believe that it was motivated by greed, and the oppression of foreign populations to make Britain wealthier. ✓ Others argue that the British Empire spread technology and civilisation across the world. ✓ Many countries resented being ruled by Britain, and they almost all gained independence by the 20th century.	What legacy has the British Empire left behind? Did Britain have any positive impacts on the world? What negative impact has Britain had on the world? R1	Answer the enquiry question and complete end of unit quiz. Red List some of the impacts of the British Empire Yellow- Explain both the positive and negative aspects of the British Empire Green- Use sources to add detail and explain the impact of the British Empire

Curriculum: History Year 6



Year 6 History Autumn 1: William Wilberforce and the abolition of slavery

N.C. Expectations: a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

To what extent was William Wilberforce the reason for the end of slavery?



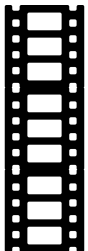
VOCAB	Definition	Widgit
Slavery	The activity of legally owning other people who are forced to work for or obey you	 slavery
Parliament	Parliament is the legislature, or lawmaking group, in the government	 parliament
Campaigned	Try to achieve something by taking part in planned activities	 campaigned
Abolished	To completely do away with something	 abolished
Trade	The action of buying and selling goods and services	 trade
Bill	A draft or proposed law presented to parliament	 bill

Links to previous learning

- ✓ Previously we learnt about significant people who have changed the world we live in.
- ✓ We also learned that changes take place due to a range of factors.
- ✓ In year 5, we learnt about how Martin Luther King fought for justice over 100 years after slavery was abolished.

Big Ideas

- ✓ Slavery has existed throughout history in nearly every country in the world.
- ✓ The Transatlantic slave trade Began in Europe from where ships sailed to Africa then to the Americas and the Caribbean.
- ✓ William Wilberforce is significant for his political role in the abolishment of slavery.
- ✓ The abolishment of slavery is thought to be due to a range of factors.



- ✓ https://www.youtube.com/watch?v=7zv_eToCEls
- ✓ <https://www.youtube.com/watch?v=66f4-NKEYz4>
- ✓ <https://restavekfreedom.org/2018/09/11/the-history-of-slavery/>

ENQUIRY QUESTION:**How can we describe when different periods happened?**

BIG IDEA -Chronology: Chronology is important as it allows us to relate actions and people to a particular time period. The terms century and decade are useful when describing when something happened.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Use time vocabulary accurately. -Use dates to recognise when something happened -Use time vocabulary -Use terms century and decade correctly	✓ A timeline is a way of organising the chronology of things that have happened in the past, mainly left to right. ✓ Timelines can be split into BC (Before Christ) and AD (Anno Domini) ✓ In BC the numbers start at 0 and move left (the numbers get larger). This period of history happened a long time ago. ✓ AD (Anno Domini), translates as 'in the year of the master'. It is after the birth of Christ (0) and the numbers move right along the timeline. The higher the AD year, the more recent it has happened. ✓ Chronology is the study of time - putting things in order of when they happened. Starting with the oldest and ending with the newest. ✓ A decade is a period of 10 years. We use decades to describe periods of our life. ✓ A century is a period of 100 years. In modern periods, centuries are referred to as 18th century (1700s), 20th century (1900s) etc.	Thinking like a historian Do these belong in the same period of history? R1 What is chronology and why is it important? How can we describe different periods of history? Where do the significant people we have studied fit on this timeline? R2	Place significant people on timeline of history include centuries Write a sentence using the correct vocabulary in context Red Use dates to understand when something happened Yellow Use time vocabulary as markers of events Green Place significant people on a timeline and accurately mark century significant people belong in.

ENQUIRY QUESTION: What has slavery looked like throughout history?

BIG IDEA - Interpreting history : Slavery has been present throughout history, not just during the transatlantic slave trade. It was part of everyday life during ancient civilisations and has existed in many parts of the world ever since.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Describe when and where slavery has been throughout history -Define slavery -Describe when and where slavery has existed -Explain how slavery has differed.	✓ Slavery has been around for a long period of time and still exists in some places today. Enslaved humans are denied most of their basic human rights. ✓ Slavery refers to a condition in which individuals are owned by others, who control where they live and what they work. Slavery had previously existed throughout history, in many times and most places. ✓ In Ancient Greece and Rome, slavery was a part of everyday life. ✓ In 1500 - 1800 a lot of enslaved people were needed to work in cotton fields and tea plantations etc. They were forced to work and punished if they did not do it. ✓ Enslaved humans were seen as sub-human and were bought and sold like goods you find in a shop. They could not make any of their own choices.	Thinking like a historian What do you think this image can tell us about slavery ? R1 What is slavery? R2 When did slavery exist and what did it look like? R3	Read the text and answer comprehension about slavery. Write next to the images of slavery write a description of each. R4 Red Know that slavery existed throughout history Yellow Name some places slavery took place Green Explain how slavery has differed.

ENQUIRY QUESTION: What was the transatlantic slave trade?

BIG IDEA - Significance: The Transatlantic Slave Trade was a significant event in history as many Africans were sold as slaves and it was the first time such a large number of slaves had been transported for labour.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Describe what happened during the slave trade - Know the three points of the slave trade - Describe what was traded - Describe conditions for slaves crossing the middle passage.	✓ From the 1600s - 1800s, large sailing ships, owned by British businessmen that sailed from England on route to the west coast of Africa. There, kidnapped Africans, taken from their villages and families, were forced into extremely overcrowded quarters on ships and sailed to the Caribbean, North America and South America. This journey was 5-12 weeks and formed a triangle on the map. ✓ Between 30-60 million Africans made this trip, many of them dying from the journey and horrible conditions. ✓ Made illegal in England in 1807 and USA in 1808. ✓ European countries had colonies in Africa and the Americas. ✓ The ships carried slaves, crops and manufactured goods between West Africa, the Caribbean and the American Colonies.	Thinking like a historian What can we learn from this map? R1 What was the triangular slave trade? Why was it given this name? R2 p 4-7 What was the middle passage ? R2 p.4-7	Mini task answer questions Draw on a map what happened during the slave trade. R3 Red Name the three points of the slave trade Yellow - Use secondary sources to find out what was traded. Green - Explain why this took place.

ENQUIRY QUESTION: Who was William Wilberforce and why was he significant?

BIG IDEA - Significance: William Wilberforce's greatest political achievement was his long fight to end Britain's involvement in the Transatlantic slave trade.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Identify how William Wilberforce contributed to the abolishment of slavery. - Know who William Wilberforce was - Explain why he was significant - Identify how his position enabled him to contribute.	✓ William Wilberforce was born 29th August 1759 in Hull. ✓ William Wilberforce was an MP for Hull in 1780. ✓ In 1789, he delivered his first speech against the slave trade. ✓ 1796 there was a narrow defeat of his first anti-slavery bill. ✓ 1807 passage of the bill abolishing the slave trade was finally produced and given royal assent a month later. This stopped any new slaves but did not release the existing ones. In 1825, he retired from parliament. ✓ 1833 abolishment of slave trade across the entire British empire (existing enslaved are now free). WWV died three days later. ✓ WWV campaigned to abolish slavery. ✓ He recruited others (William Pitt - the prime minister; Thomas Clarkson) to lobby parliament.	Thinking like a historian What does this newspaper tell us? Who do you think William Wilberforce was? R1 Who was William Wilberforce ? R2/R3 What were the key events in his life that led to the abolition of slavery? R4	Write a paragraph explaining who William Wilberforce was and why he was significant. Red Know who William Wilberforce was Yellow - Explain why he was significant Green - Identify how his position enabled him to contribute.

ENQUIRY QUESTION: Why was slavery abolished in 1807?

BIG IDEA - Cause and consequence: A combination of reasons can be used to describe the abolishment of slavery. These include key individuals, economic, media religion, politics and beliefs and ideas.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Identify a range of causes for the abolishment of slavery Identify key individuals in the abolishment of slavery. Name a range of factors leading to abolishment of slavery Link causes together	✓ 1807 passage of the bill abolishing the slave trade was finally produced and given royal assent a month later: This stopped any new slaves but did not release the existing ones. ✓ In 1833 abolishment of slave trade across the entire British empire (existing enslaved are now free). There were many reasons why people believe that slavery was abolished in 1807 and due to a variety of groups of people and individuals. ✓ These campaigners included, Olaudah Equiano, William Wilberforce, Thomas Clarkson, Hannah Moore and many others. ✓ Political, economic, religious, beliefs and ideas, media and key individuals are key themes that can also be identified as key factors in the abolishment of slavery in 1807.	Thinking like a historian What do you think these words mean? R1 Why do you think the slave trade ended? Who was responsible for the end of the slave trade? R2 S6-9 Can we link any of these reasons into wider themes? R3	Complete table with examples of reasons for the abolishment of slavery. R4 Red Identify key individuals in the abolishment of slavery. Yellow Name a range of factors leading to abolishment of slavery Green Link causes together

HISTORY Y6 Summer 1: Week 6

ENQUIRY QUESTION: To what extent was William Wilberforce responsible for the end of the slave trade?

BIG IDEA - Cause and consequence: A combination of reasons can be used to describe the abolishment of slavery. These include key individuals, economic, media religion, politics and beliefs and ideas.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Identify a range of causes for the abolishment of slavery Identify key individuals in the abolishment of slavery. Name a range of factors leading to abolishment of slavery Link causes together	✓ 1807 passage of the bill abolishing the slave trade was finally produced and given royal assent a month later: This stopped any new slaves but did not release the existing ones. ✓ In 1833 abolishment of slave trade across the entire British empire (existing enslaved are now free). There were many reasons why people believe that slavery was abolished in 1807 and due to a variety of groups of people and individuals. ✓ These campaigners included, Olaudah Equiano, William Wilberforce, Thomas Clarkson, Hannah Moore and many others. ✓ Political, economic, religious, beliefs and ideas, media and key individuals are key themes that can also be identified as key factors in the abolishment of slavery in 1807.	Thinking like a historian What can you infer about why British public opinion changed on slavery? R1 To what extent was William Wilberforce responsible for the end of the slave trade?	Complete assessment question and quiz Write end of term assessment Red Identify key individuals in the abolishment of slavery. Yellow Name a range of factors leading to abolishment of slavery Green Link causes together and identify surrounding context of the abolition of slavery.

Year 6 History Autumn 2: Ancient Greece

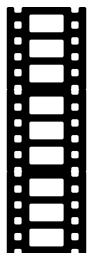
N.C. Expectations: the achievements of the Ancient Greek civilisation

Key Enquiry Question

"There is a direct comparison between life today, Ancient Greece and other ancient civilisations."
Do you agree?

VOCAB	Definition	Widgit
ancient	Belonging to the distant past	
polies	City states of Ancient Greece	
empire	A group of territories ruled by one single ruler or state	
civilisation	A group of people with their own languages and way of life.	
democracy	Rule by people who have been chosen by the public	
conflict	A disagreement or battle	

Videos & Additional Reading



- ✓ <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4>
- ✓ <https://www.youtube.com/watch?v=6bDrYTXQLu8>
- ✓ <https://www.youtube.com/watch?v=RchSJSJAbc0>
- ✓ <https://www.youtube.com/watch?v=BfqpIQMhq-E>
- ✓ <https://education.nationalgeographic.org/resource/religion-according-ancient-greeks>

Big Ideas

- ✓ Ancient Greece has impacted our life today in many ways.
- ✓ We can still see their influence in politics, architecture, literature, maths and science.
- ✓ We know about Ancient Greece from artefacts left behind including pottery, myths, legends and ancient ruins.
- ✓ Life was not the same for everyone in Ancient Greece: it depended on whether you were male or female, slave or non slave.

Links to previous learning

- ✓ We have studied ancient Britain and developed an understanding of how different civilisations develop at different paces.
- ✓ Previously we have learnt about different ancient civilisations including the Mayan civilisations, Shang Dynasty and Ancient Egypt.

Types of government

Democracy	Ruled by the citizens who can vote
Monarchy	Ruled by a king or a queen
Oligarchy	Ruled by a small group of powerful people
Tyranny	Ruled by one person, usually by force and fear



ENQUIRY QUESTION:

What were the key achievements of the three periods? When did they take place?

BIG IDEA -Chronology: Ancient Greece has been split into three main periods: archaic, classical/golden age and the Hellenistic period. The golden age was a time of great scientific discovery, architecture and literature.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Place events in chronological order - Know about some key events and achievements in Ancient Greece - Identify the Golden Age	✓ About 2,500 years ago, the Greeks were extremely influential across several countries. People had been living in Greece for over 40,000 years. The earliest settlers lived a hunter-gatherer and farmer lifestyle. ✓ Ancient Greeks called themselves Hellenes and their land was Hellas. ✓ There was never one sole country called 'ancient Greece'; Greece was divided into small city states such as Athens, Sparta, Corinth and Olympia. ✓ The Archaic period includes the Greeks holding the first Olympic Games and fighting off the Persian army. Many cities were ruled by a king-like figure. ✓ The Classical period of Greek history included a golden age of 200 years, starting at around 480BC. The Greeks built fantastic temples, made scientific discoveries, wrote plays and founded the first proper democracy in the world. ✓ The final period is called the Hellenistic period, from 323BC to 30BC, when the Romans took control of Greece. The Romans merged their culture with the Greeks to make their reign smoother.	Thinking like a historian What can we tell about Ancient Greece from this? R1 How long did the Ancient Greek period last? What do you already know about the Ancient Greeks? Can you put these events in order? R2 What were the three periods? R3 - When were the Golden Ages? Why were they given this name?	Make a timeline in books placing events in the correct place. R3/R4 Use three words in context. Red Place events in chronological order Yellow Place events into the three periods Green Explain why it is known as the Golden Age

HISTORY Y6 Autumn 2: Week 2

ENQUIRY QUESTION: How do we know about the Ancient Greeks?

BIG IDEA - Interpreting history : We know about Ancient Greece from the archaeological evidence that remains, myths and legends and the large amount of pottery evidence.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know that Ancient Greece was split into city states due to its geography - Understand that we know about Ancient Greece through archaeological and spoken evidence. - Know that our understanding is limited to the evidence left.	✓ Ancient Greece was made up of city states called poleis ✓ Instead of being one united country like it is today, Ancient Greece was made up of lots of different city-states called poleis, or a polis. A polis was a community and everybody lived together in the main town or the countryside nearby. The city-states were in valleys between mountains or near the sea. ✓ Greece is surrounded by three seas – the Ionian Sea, the Aegean Sea, and the Mediterranean Sea. ✓ The mainland is 80% mountains and there are thousands of islands. ✓ The rocky mountains made travel and communication very difficult. The land was hard to farm, so fishing and trade with other places became very important to the Ancient Greeks. ✓ The terrain of Greece made communication between states difficult, fostering a sense of independence among each state. ✓ We know about Ancient Greece partly from evidence, particularly pottery, but also from myths and legends.	Thinking like a historian Where is Greece? What is the landscape like? R1 S2-4 What were the consequences of the landscape? R1 S6 What were the city states? R1 S5 How do we know about Ancient Greece? What remains may we see to prove that Theseus and the Minotaur actually happened? R2 What evidence of the legend is there? R3/R4	Label features of Greece on a map and label three city states. Photo lesson use evidence sheet. Red Explain how we know about Ancient Greece. Yellow Know why it is important to use more than one piece of evidence. Green Explain why some things cannot be proven

ENQUIRY QUESTION: What was life like in Ancient Greece, particularly for Women?

BIG IDEA - Interpreting History: We can learn about what life was like in Ancient Greece by making deductions from archaeological evidence including pottery.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know how society was organised in Ancient Greece - Know that life was different for women than men - Use sources to describe what life was like for women.	✓ We know about different aspects of Greek life and the differences for different groups in society, based on archaeological evidence. ✓ The market place in Agora highlights the range of jobs that were undertaken over 2,000 years ago. ✓ Pottery allows us to understand various aspects of Greek life including the jobs people did and important events of the time. ✓ The role of women has been a debated subject amongst historians. ✓ Some argue that richer women had to stay in the homes, while poorer women had to work in the market stalls and do the shopping. Others argue that it depended on the wealth of the family and if a slave was able to leave the house for such reasons. ✓ Life also differed depending on what city state you lived in. ✓ In Athens, women were not allowed to vote. Only girls from rich families could have an education. ✓ Girls in Sparta were seen as important because they would become mothers to Spartan soldiers. Girls were involved in soldier training, even though they never fought. The Spartans believed that healthy, strong girls would go on to have healthy, strong sons, who would become strong soldiers. ✓ Enslaved people were a part of everyday life in Greece. ✓ Their experience in Athens differed from the experience they had in Sparta.	Thinking like a historian What can we learn from this source about women in Ancient Greece R5 S2 & S3 What was Agora like in the 5th Century in Athens? R3 - S2 What did people do in Agora in the 5th Century in Athens? R2 - Table Activity What can we learn from Ancient Greek vases ? R4 - S5 & S12 What was life like for women in Ancient Greece? R5 - S4, S7, S11, S17	Write a paragraph explaining what life was like for women living in Ancient Greece. Red Know how society was organised in Ancient Greece Yellow Know that life was different for women than men Green - Use sources to describe what life was like for women.

ENQUIRY QUESTION: Why was Athens so dominant?

BIG IDEA - Cause and Consequence: There were numerous reasons why Athens became so strong within Greece and in conflict with their neighbours. Historians have ranging opinions as to why this is the case.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know how Athens became a strong city state within Greece. - Know how Athens was able to defeat the Persians. - Identify which reasons were most significant in the defeat.	✓ Athens became a strong city state within Greece itself and also in conflict with her neighbours, especially Persia. ✓ Historians believe this happened for a number of reasons. ✓ The location of Athens was on an area of flat land with a good port for trade by sea. ✓ They needed to import a range of goods and were able to do this due to their geographical position next to the sea. ✓ They had a lot of expensive materials such as silver; lead and marble. ✓ Athens democratic system of government was popular and successful. ✓ Athens was successful in their attack against the Persians, even though the odds were against them. ✓ Historians believe this was due to a number of reasons including: Athenian strengths vs Persian weaknesses, armour and weapons, tactics and leadership. ✓ This defeat brought in the Golden Age, as money spent on defence now went to building.	Thinking like a historian How did a second rate city state like Athens become so powerful ? R1 (S-1) How did a second rate city state like Athens become so powerful ? R1 (S2-11) Where was Persia? How did Athens beat the mighty Persia at Marathon? R2 How can you group the reasons? R3 How did this lead to the Golden age?	Make a mind map of the internal reasons Athens became powerful. Write an explanation as to why Athens beat Persia. Red List some reasons Athens became powerful Yellow Sort and classify different reasons. Green Explain which reason they believe was most decisive.

ENQUIRY QUESTION: What was so significant about Ancient Athens?

BIG IDEA - Significance: In Ancient Athens they had a democratic form of government, which has similarities to the type of government we see today. This was different to the political structure of the other ancient civilisations around the world?

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know that Athens had a democratic form of government - Understand that voting was not available to everyone - Compare forms of government in different ancient civilisations.	✓ After the battles against the Persians the Parthenon was burned to the ground and remained a ruin for nearly fifty years, until Pericles came along. ✓ After the ending of the Persian wars, the Athenians had more money than they could spend. ✓ Pericles wanted to build a temple to the goddess Athena to thank her for the Victory. ✓ To decide whether to go with this temple, people in Athens would have had a discussion and come to a vote which is known as democracy ✓ Athenian citizens would meet on a hill called the Pnyx to make their decisions which would accommodate as many as 6,000 people. ✓ In Athens, slaves and women were not allowed to vote. ✓ Once a year the Athenians would meet and vote on a simple question: is anyone aiming at tyranny? ✓ If the answer was yes, they would reconvene two months later with the persons name on a fragment of pottery. ✓ The man with the most votes lost and was exiled for 10 years. This was known as ostracism.	Thinking like a historian What is the same and what is different? R1 What was the Parthenon? Why was it built? Video What did Pericles say? How did it come to be built? R1 (S4) Could everyone vote? What was Ostracism? How did it work? R2	Write a paragraph explaining the form of power/ government in Athens. Red Know that Athens had a democratic form of government Yellow Understand that voting was not available to everyone Green Draw comparisons to other forms of government in ancient civilisations.

ENQUIRY QUESTION: “There is a direct comparison between life today, Ancient Greece and other ancient civilisations.” Do you agree?

BIG IDEA - Significance: The Ancient Greeks have influenced our world in many ways and had a significant impact on politics, architecture, science, technology, art, literature and knowledge. These ideas were initially spread by Alexander the Great and then adopted by the Romans. There are both similarities and differences between life in Ancient civilisations and life today.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Name the different ways Greeks have influenced our life today. - Group ideas into categories. - Compare the achievements of Ancient Greece to other ancient civilisations and life today	✓ Greeks have influenced the way we live today in a number of ways which include: politics, architecture, science, technology, art literature and knowledge. ✓ Alexander the Great, who was thought to be one of the world's greatest generals, spread Greek ideas through his conquest to the far reaches of his empire. ✓ These ideas were then taken by the Romans through their interactions with the Greeks. ✓ Ancient Greece is similar to other ancient civilisations in many ways. For example, they were pioneers of maths, science and literature like the Ancient Egyptians, Mayans and the Shang. ✓ All ancient civilisations and life today have many commonalities including large population centres, monumental architecture and unique art styles, systems for administering territories, division of labour and the division of people into social and economic classes. ✓ There were also key differences between the ancient civilisations including how they chose to govern their territories. ✓ The Ancient Mayans and Ancient Egyptians were governed by kings (absolute monarchy) the Shang Dynasty was governed by a dynasty and Ancient Greece had a democracy like us today. ✓ Polytheism was the religious beliefs in all ancient civilisations which is different to the beliefs in our society today.	Thinking like a historian What was Haringey like during WW2 How do you think the Greeks influenced our life today? R1 How did the Greeks influence our life today? Which ones do you think are red herrings and were not influenced by the Greeks? R1 How could you group these? Which are the most important/ have had the greatest impact? How did these ideas spread?	End of term quiz and assessment Red Name the different ways Greeks have influenced our life today. Yellow Group ideas into categories Green Compare the achievements of Ancient Greece to other ancient civilisations and life today

Key Enquiry Question

Raiders or Settlers: How should we remember the Vikings?

VOCAB	Definition	Widgit
raiders	A person who attacks an enemy for their territory	
settlers	A person who moves with a group of others to live in a new country or area	
invasion	An unwelcome intrusion of another's area or domain	
trade	An action of buying and selling goods and services	
Norseman	A group of people in Early Middle Ages from North Germany who speak Norse.	
monastery	A building where monks live under religious vows	
provenance	The place of origin of something e.g where a source originated from	

Videos & Additional Reading

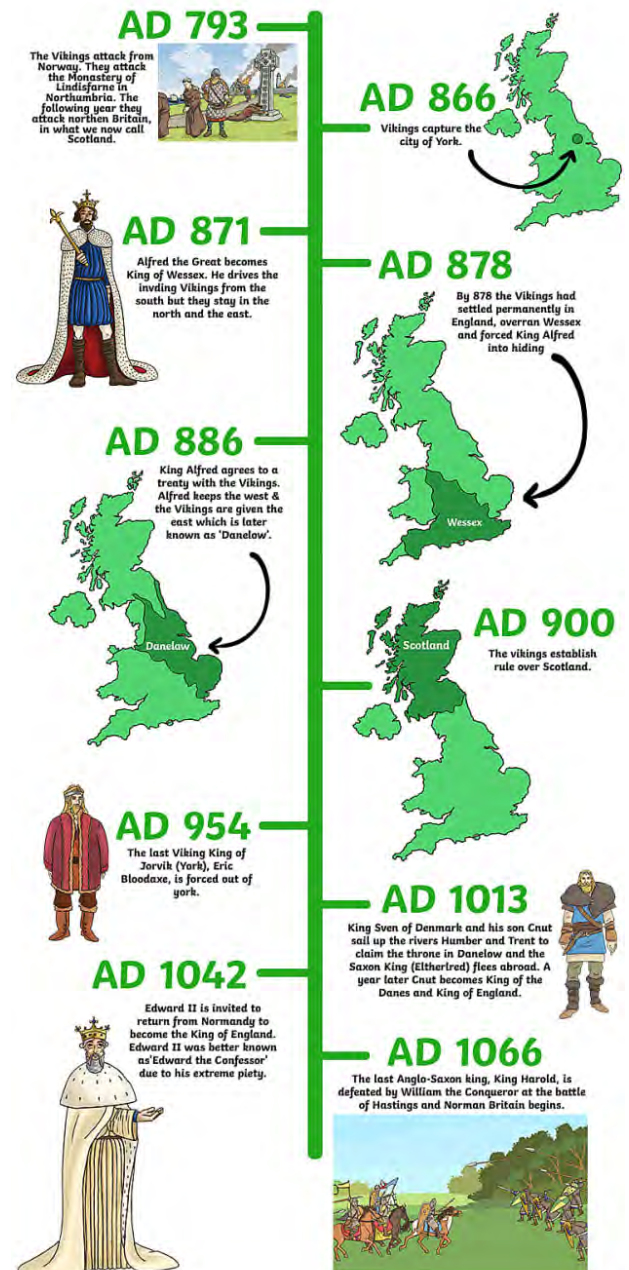
- ✓ <https://www.bbc.co.uk/bitesize/topics/ztyr9j6>
- ✓ <https://www.historyextra.com/period/viking/vikings-history-facts/>
- ✓ <https://www.history.org.uk/primary/resource/3860/teaching-romans-anglo-saxons-and-vikings-in-brit>
- ✓ https://www.bbc.co.uk/history/ancient/vikings/overview_vikings_01.shtml
- ✓ <https://www.jorvikvikingcentre.co.uk>
- ✓ <https://www.youtube.com/watch?v=BoHYt2G4Mz8>

Big Ideas

- ✓ **Invasion** is intrusion into another's domain. Vikings were initially invaders in England and have left a lasting legacy.
- ✓ The Vikings have been grossly misinterpreted and stereotyped over the years as barbaric invaders
- ✓ The Vikings were in England initially as invaders when the Anglo Saxon's occupied the country, however they settled until the Norman's arrival in 1066 and the establishment of monarchy.
- ✓ Historians develop knowledge through the use of sources. Historians have differing opinions based on this evidence.
- ✓ History is always being updated with new evidence and archaeological finds.

Links to previous learning

- ✓ **Chronology:** In year 5 the children studied the Anglo-Saxons. This period of history existed prior to the Viking invasions and at the same time.
- ✓ **Invasion:** The children studied historical Britain and the concept of invasion when they studied the Roman's invasion in Year 4. This meant they understand the reasons why people invade.
- ✓ **Historical interpretations:** children have looked at sources. They have developed an understanding of primary and secondary sources.
- ✓ England was divided into Kingdoms. In year 5 the children studied the Anglo Saxon's invasion and how England was divided into different kingdoms.



ENQUIRY QUESTION:**Where are the Vikings on our timeline of Britain?****BIG IDEA - CHRONOLOGY: Vikings co-existed with the Anglo-Saxons and came to Britain after the Romans had left**

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Locate the time of the Vikings in relation to the Romans and Saxons Use key unit vocabulary accurately and relate to historical contexts	Use chronological understanding to locate the Vikings in history. ✓ Vocabulary is specific and can help us to understand historical concepts and describe ideas accurately. ✓ Some vocabulary can relate to specific eras ✓ Some vocabulary is used in many historical contexts e.g. raiders, settlers, ✓ Some vocab relates to an abstract concept which applies to many historical contexts e.g. monarchy, empire, invasion ✓ Anglo-Saxons settled in Kent in 450AD. ✓ Vikings invaded in 793AD. ✓ The Normans invaded England in 1066. ✓ The Anglo-Saxons were living in Britain at the time of the first Viking raids.	‘Think like a historian’ • What do you already know about the Vikings? Image (See R1) • Where do the Vikings fit on our timeline of Britain? Timeline (R2 & R3) Who came before? What did you learn about the Anglo-Saxons last year? Who came after? • How strong is your chronological understanding? True/false sorting activity (See R4) • Why do we learn new vocabulary? • What does it make you think of? • When have we seen this before? • What is the definition? • Can you think of any synonyms? • How would you use this word in a sentence? • Match definition to word activity (R5)	Chronology Outcome Identify Vikings, Anglo-Saxons & Normans on timeline in books. Vocabulary outcome Write six sentences next to the widget, using the word in context. Red -use the key vocabulary in sentences accurately. Yellow - use the key vocabulary accurately within sentences with some references to historical context Green - use the new vocabulary in sentences with reference to historical context E.g Trade links were established between the Victorians and India through the East Indian Teacompany.

ENQUIRY QUESTION:**What image do we have of the Vikings?****BIG IDEA - INTERPRETING HISTORY: Contrasting views of Vikings have been formed from different primary sources/ evidence available**

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know where the Vikings came from Understand how the Vikings gained their reputation Relate the provenance of a source to its account	Use sources to understand how different viewpoints of the Vikings have been formed. ✓ Viking Age lasted from 793AD to 1100AD ✓ Vikings came to Britain from Scandinavian countries: Denmark, Sweden and Norway by longboat. ✓ In the 8th Century, England was split into seven Kingdoms; seven kings constantly trying to gain power/ fend off the Britons now living in Wales and Scotland. ✓ They were fearsome warriors and avid explorers who travelled all over the world inc North America and Russia. ✓ Vikings were pagans. Christian monasteries were easy targets as monks had no weapons and filled with valuable treasure. So they raided monasteries as well as villages; ✓ First raid was on the monastery of Lindisfarne in 793AD. ✓ Earliest evidence of Vikings in Britain appears in the Anglo Saxon Chronicle. The account of the monks describes the raid as ruthless and barbaric. The account of the Vikings describes it as an adventure with successful trading. ✓ The account of the monk may be exaggerated as the Vikings attacked the monastery.	‘Think like a historian’ • What does this tell us about the Vikings? Image of Viking longboat (R1) • Who was In Britain during this time? Map of Anglo Saxon Kingdoms (R2) What did Britain look like? • Where did the Vikings come from and where did they go? Map of Viking homelands and Britain. (R3) Identity Lindisfarne, Why did the Vikings attack here? Complete outcome 1 • What do you think the Vikings were like? • Stereotyped Images of Vikings (R4) • E.g. barbaric, ruthless • How do you think the writer viewed the Vikings? • Primary Source written by a monk (R5) • Which parts paint Vikings in a bad light? • Who might have written the account? • How are the Vikings portrayed in this source? • Primary source written by a Viking (R6) • What words/phrases give you this impression? • How do they differ? • Why might they differ? Look at provenance of the source	Label a map to show where the Vikings came from (R8) Write a sentence underneath each source (R7) to describe the author's point of view. Offer an explanation to why the account has been written in that way using the source's provenance. Red Children recognise that sources come from different places and people and describe the main viewpoint. Yellow Children can identify the main viewpoint of a source and demonstrate an awareness of how provenance can influence this. Green children can use the provenance of a source to determine why a source might have a certain viewpoint e.g The monks consider the Vikings to be barbaric because they raided Lindisfarne.

ENQUIRY QUESTION:**Where are the Vikings on our timeline of Britain?**

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Recall key events of Viking invasion and settlement period	Understand the varying levels of Viking control in Britain. ✓ Viking raids began in 790s followed by a 30-year lull until full invasion by the "Great Heathen Army" was in 865AD. ✓ Anglo-Saxon kingdoms lost battles, kingdoms, wealth and power ✓ By 874AD, almost all kingdoms had fallen to the Vikings; except Wessex which was ruled by Alfred the Great ✓ Permanent boundary established; the 'Danelaw': Danes ruled the north and east, Saxons ruled south and west. Each had own laws. ✓ The Vikings in the Danelaw settled down as farmers and lived fairly peacefully side by side with Anglo-Saxons ✓ After Alfred the Great, English kings gradually took more land from the Vikings, killing last Viking king Eric Bloodaxe in battle: the Vikings agreed to be ruled by England's king. ✓ 1042 Anglo-Saxon Edward son of Ethelred (Edward the Confessor) became King of England - the line of Great Danes had ended ✓ In 1066 Duke William of Normandy (William the Conqueror)'s army fought at Battle of Hastings (14th Oct 1066). William won, the Norman age began.	'Think like a historian' • What do these images suggest about the control of the Vikings? Images of Heathen army arriving (R1) and map of Danelaw (R2) • What key events took place in Britain? Info sheet (R3) • How much control did the Vikings have? Line graph Activity (R3, R4, R5) <i>Demonstrates how Vikings attacked at the beginning but didn't have much control. How it changed over time; Vikings increased control; began to settle until defeated 1066.</i> • When Did the Vikings have the most control? Why was this? Why did their control decrease suddenly. • What were the turning points? Why were these turning points? Label key turning points. • Have your initial views changed? Why? Images from start of lesson (R1)	Groups put event card strips in chronological order (R3). They consider if each event in turn was a high (in control of all of England) or low (no threat to the Anglo-Saxons) for the Vikings by moving it up or down the vertical axis of graph (R4). They create a shape which they compare with other groups'. (Photo lesson) Discuss key turning points and what this shows. See example R5 Red Children can recall some key events of the Viking's invasion period and settlement Yellow Children are able to pinpoint the key raider, settler and defender period of the Vikings Green children can pinpoint the three phases and explain the key turning points for these.

ENQUIRY QUESTION: How have recent excavations changed our view of the Vikings?**BIG IDEA - INTERPRETING HISTORY: Contrasting (not stereotypical) views of Vikings now formed from different primary sources/new evidence available**

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Understand the significance of archaeological evidence	Understand that new archeological evidence can alter historical interpretation ✓ The success of the Vikings was down to a combination of their trading, exploring, invading and settling. They were not all bloodthirsty warriors; some wanted to live peacefully in settlements. ✓ Longboats brought families to settle in villages; farmers kept animals and crops (oats, barley, wheat). Skilful craft workers made beautiful metalwork and wooden carvings; they made things people needed; plates, belts, cups, tools, swords, knives and sold them at village market. ✓ Trade links were established with Russia, Spain, France, North America and Constantinople. The vikings bought goods and materials; silver, silk, spices, wine, jewellery, glass and pottery and sold honey, wood, iron, leather and fish. They also bought and sold enslaved humans ✓ Source knowledge With an increase in metal detecting, Viking brooches have been found. As the Anglo-Saxons made few of these, they are a distinguishing feature of the Viking settlers, rather than raiders. ✓ A number of words in our language have Viking derivation demonstrating the Vikings embedded themselves in England	'Think like a historian' • Do you think the Vikings were raiders or settlers? Image of Vikings (R1) • Were the Vikings raiders or settlers Images of primary resources (R2) and analysis sheet (R3) • What do these sources tell us about the Vikings?	Write about three primary sources in books. Answer question, 'How does this change our view of the Vikings?' Write a paragraph explaining why descriptions of the Vikings have changed over time. Red Children recognise that the uncovering of new sources change perceptions of the past Yellow Children can use some sources to explain how our perception of the past has changed. Green Children can use a range of sources supported with knowledge, to explain how our perception of past has changed. e.g Vikings were not just raiders. This can be shown through the coins found at Jorvik, which demonstrates that they might have been traders. We know that the Vikings traded in many countries like Russia, Spain, Italy and France.

ENQUIRY QUESTION: What can we learn from Viking settlement from a study of place names?

BIG IDEA - CONTINUITY AND CHANGE: Place names highlight a change in settlement and occupation in Britain.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Locate places with Viking suffixes on a map Detect patterns of occupation Explain how these place names show us that the vikings were settlers.	To understand that place names highlight a change in settlement and occupation in Britain. ✓ Place name endings have changed over time and are important to historians because they help us understand settlement occupation. ✓ Three main groups of people that settled in Britain were Romans, Anglo-Saxons and Vikings. ✓ Roman place names often include: strat, stret, streat, brad, street, sturt, chester, cester, caster ✓ Anglo-Saxon names often include: burg, borough, den, ham, head, holt, ing, ley, mere, stow, wald, worth ✓ Viking names often include: Thorpe, by, holm, beck, dale, wick, thwaite, toft ✓ Most Vikings settled after 878 after England was divided by the Danelaw with the greatest Viking presence in Yorkshire & Lincolnshire e.g. there are 155 place names ending in 'thorpe' in Yorkshire ✓ Common Viking suffixes: 'By' = farm, homestead, village, 'Thorpe' = farm, 'Thwaite' = farm, clearing, meadow, 'Toft' = house, plot of land	'Think like a historian' • What historical information can we infer from this map about the Vikings? Map (R1) • Can you identify who lived here? Map of places in Yorkshire (R2) List of place names (R3) • What can this tell us? • Why is this useful for historians? • What does this tell us about the areas of occupation? • Do you notice any settlement patterns? • What else could be included to the explanation given? // www.bbc.co.uk/education/clips/zs8d7ty.	Write a paragraph explaining where the Vikings settled and what these place names tell us about the Vikings. Red Children recognise that modern day place names demonstrate where the Vikings settled. Yellow Children recognise that modern day place names demonstrate where the Vikings settled. Use this knowledge to distinguish between Anglo Saxon and Viking settlement. Green Children recognise that modern day place names demonstrate where the Vikings settled. Link this to the key enquiry question of the topic that the Vikings were not just raiders but in fact settlers.

ENQUIRY QUESTION: Raiders or Settlers: How should we remember the Vikings?

BIG IDEA - INTERPRETING HISTORY: Use knowledge of how historians construct historical arguments, to construct own argument.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Understand that historians' views about the Vikings differ -Include two interpretations -Select and use appropriate evidence to support claims	To use historical knowledge to construct a historical argument to the enquiry questions. ✓ Vikings started as raiders - evidence from accounts written by the monks & the repeated attacks on Britain ✓ Vikings became settlers by the time of the Danelaw - evidence from recent archaeological evidence & place names	'Think like a historian' • What do these two images tell us about the Vikings? Display two images of the Vikings. (R1) • Were the Vikings Raiders or settlers? Sort examples of evidence (R2) about the Vikings into a Venn diagram with headings 'Raiders' and 'Settlers'. (R4) Planning sheet (R3)	Knowledge assessment: Complete multiple choice quiz on the core knowledge for the term. (R6) 'Thinking Like a Historian' Assessment: Extended piece of writing to answer the enquiry question Red Children demonstrate an awareness of two interpretations of the Vikings. Yellow Children can use some evidence to support historical claims to the enquiry question and are aware of both interpretations. Green Children show an awareness of multiple interpretations and can use a range of to support historical claims. Children will be able to identify that the Vikings began as raiders, but overtime began to settle.

Year 6 History Spring 2: World War Two

National Curriculum Expectations a study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066

Key Enquiry Question

How did
World War Two affect
the lives of the people
in Britain?



Vocabulary	Definiton
 invade	To enter as an enemy, by force
 civilian	A person not serving in the armed forces
 evacuation	to move or take away from a dangerous place
 appease	To satisfy demands and trying to create peace
 Nazi	The political party led by Hitler
 Blitz	The continuous bombing of a civilian area in the 1940s.

Videos & Additional Reading

- ✓ <https://www.bbc.co.uk/bitesize/guides/zwrjf6f/revision/>

Big Ideas

- ✓ World War II impacted the life of many different people in society in different ways.
- ✓ World War II (1939-1945) and involved many countries across the world.
- ✓ Initially Britain had not joined the war and had appeased Germany, however after the invasion of Poland they joined the War.
- ✓ The Battle of Britain and Dunkirk were key turning points in British success.
- ✓ Britain was significantly impacted by the war both at home and on the frontline.
- ✓ Children had differing experiences as evacuees due to a range of factors.

Links to previous learning

- ✓ Previously we have explored invasion in different ways the Romans, Anglo-Saxons and Vikings all invaded for different reasons.
- ✓ Prior to this period we studied the Victorians which came before World War II
- ✓ We have looked at how the provenance of a source affects what has been written.

ENQUIRY QUESTION: Where does WWII fit on our timeline?

BIG IDEA - Chronology: World War II was a significant event that happened relatively recently, ending only 75 years ago. It began in 1939 and ended in 1945.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To use chronological understanding to locate World War II in history ✔ Locate WWII in history. ✔ Use the key vocabulary for the unit accurately. ✔ Relate new vocabulary to multiple historical contexts.	✔ Some vocabulary relates specifically to its historical context ✔ One specific word can make meaning in context very clear ✔ Use the most appropriate word makes meaning clear ✔ Use definitions from knowledge organisers of key vocabulary ✔ Introduce the timeline in books. Look at the significant events. ✔ Significant events/ people are usually significant for four main reasons: novelty, applicability, memory, effect. ✔ The Second World War was a pivotal moment in history and changed many peoples's lives. ✔ World War Two ended 6 years and 1 day after Germany's invasion of Poland on 1st September 1939. ✔ World War Two ended on 2nd September 1945 and was named the official victory over Japan day (VJ Day). ✔ Prior to World War II was World War I (1914 - 1918). ✔ World War II ended only 76 years ago.	Where does WWII fit on our timeline of Britain? When did it begin? When did it end ? What makes a person/ event significant? What historically significant events/ people have we learnt about? Why was WWII significant? What events came before? What events came after? How long did these events last? Can you match the words with the definitions? Can you use the word in a historical context? Outcome	Write 3 sentences next to the widget (highlighted in yellow), using the word in context. Mark WW2, WWI and today on a timeline. Red use the key <u>vocabulary</u> in sentences accurately. Yellow - use the key vocabulary accurately within sentences with some references to historical context Green - use the new vocabulary in sentences with reference to historical context E.g <u>Trade</u> links were established between the Victorians and India through the East Indian Teacompany.

ENQUIRY QUESTION: Why did Britain have to go to war in 1939?

BIG IDEA - Cause and Consequence: Britain tried to appease the Germans and not go to war. However, Germany forced Britain to intervene after Germany invaded Poland.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand the idea of appeasement and why Britain joined the war ✔ Describe what appeasement means. ✔ Recognise the steps which Hitler took in the 1930's. ✔ Discuss the ideas for and against appeasement.	✔ In World War One, 1914—1918, Britain and Germany were at war. There was a huge loss of life and destruction. World War One led to a desire for peace amongst many British people. They wanted to avoid any war. ✔ Germany was blamed for WWI and had accept responsibility for WWI - this meant paying financially for the damaged caused. This annoyed some Germans. This was called the Treaty of Versailles. ✔ In the 1930s the Nazi German leader, Hitler, made relations worse by invading countries in Europe like Poland. ✔ The British government (led by Neville Chamrberlain) tried to appease Hitler.	Thinking like a historian What does this map show us about 1939? R1 What was appeasement? R2 powerpoint How did Britain end up going to war? R2 powerpoint (steps to war) What were the arguments for appeasement? R3 What were the arguments against appeasement? R4	Write about the steps it took for Britain to join the war. Include the reasons for and against appeasement Red understand what appeasement is Yellow - Explain what Hitler did and why it led to war. Green - use the evidence to explore to arguments for and against appeasement considering how this led to war.

ENQUIRY QUESTION: What factors contributed to Britain’s success at the end of World War II?

BIG IDEA - Cause and Consequence: The Battle of Britain and Dunkirk were significant events as they boosted British morale and led Germany to change tactics.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To know the key military events of the war in 1940 ✔ Order key military events in World War II. ✔ Discuss the significance of these events. ✔ Explore the contribution these events had to Britain's success in WWII.	✔ Britain declared war against Germany in 1939 following the German invasion of Poland. ✔ Germany should have won the war against Britain in 1940. ✔ Germany missed their opportunity to win in 1940 because they couldn't defeat the British in the Battle of Britain because they were impatient and the British and Polish pilots fought bravely. ✔ They made the mistake of bombing the cities which led to the survival of the British air force. ✔ Key events took place during WW2 which impacted the end of the war: ✔ The Battle of Britain - the defence of Britain's skies by skilled British and Polish pilots. ✔ Dunkirk - British and French soldiers (300,000) were rescued on the beaches.	Thinking like a historian What do you think is meant by an industrial revolution? How do you know? R1/ R2 Why was it called an industrial revolution? How did industry change during this time? How did Cotton Spinning Change? R3/R4/ R5 How did machinery change and why? R6 Why did it change during this time? R7	Order key events: The Battle of Britain and Dunkirk and write next to each what happened in detail and explain why these events meant Britain had successes in the War Red Know what happened at Dunkirk and Battle of Britain Yellow Explain how these events caused problems for Britain Green explore how these events combined together to ultimately lead to Britain's success

ENQUIRY QUESTION: How did the Blitz change London?

BIG IDEA - Continuity and change: The Blitz changed Britain both physically and mentally. It destroyed many areas and changed the way Britain looked. However, it did build the ‘Blitz Spirit’, which changed people’s outlook.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand the impact of bombing on London ✔ Know what the Blitz was and how it damaged Britain. ✔ Understand what the ‘Blitz Spirit’ was and how it changed people's outlook. ✔ Discuss the evidence about the ‘Blitz Spirit’ and how far it contributed to change in Britain.	✔ In the summer of 1940, Germany starts attacking cities of the UK. Starting with London, then Coventry. This was known as the Blitz. ✔ Many local areas in London were affected and people's lives changed. ✔ The Blitz affected daily life, cause death and destruction. However, it did not work as a military tactic - the British people did not surrender. ✔ The Blitz increased evacuation of children. Evacuation meant children were sent away from London and had to live in the countryside away from their families so they were safe from the bombing. ✔ Citizens had to wear gas masks to protect themselves against the bombings of poisonous gas. ✔ Blitz spirit is the idea that people came together when the bombing started. They showed determination despite the hardship.	Thinking like a historian what can we tell about the Blitz from these sources? R1 How did the Blitz change London? R2 How did the Blitz affect our local area? R3 How did the Blitz change London? R4 What was Blitz spirit? R5 Did the Blitz really unify Britain? R6 (Sort cards into unify and not unify)	Write a summary of the Blitz. Write a paragraph for and against if there was Blitz spirit. Red Know the Blitz was and how it impacted the people of Britain. Yellow Recognise the physical and mental impact the Blitz had on people of Britain Green explore the evidence and consider the different points of view on the role of Blitz spirit.

ENQUIRY QUESTION: Why was it necessary for children to be evacuated and what was it really like?

BIG IDEA - Similarity and Difference: Not all children have the same experience as an evacuee. Their experience differed depending on a range of factors. The government would post photograph's in newspapers to keep up morale.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand the role of evacuation and the diversity of experiences for evacuees - Know that children had a varied experience as an evacuee. - Explain the possible reasons for the diversity of experience. - Explain why positive experiences of evacuation are used in newspapers.	- The picture is of children in a trench in Kent at the height of the Battle of Britain in the late summer of 1940. - The bombing of cities had a big impact on children's lives, destruction of homes and loss of life. Supplies of everyday items were restricted and rationed. - Evacuation first took place in September 1939 and increased due to the Blitz in 1940. The government really tried hard to encourage mothers to evacuate their children. Their plan was called 'Operation Pied Piper'. - Evacuation was a mixed experience, with varied positive and negative views amongst children. - The difference of experience was possibly due to background, class, age and host family. - Positive experience for children were used in newspapers for government's need to keep up morale.	Thinking like a historian What can I infer is happening in this picture? What do I want to find out? R1 Why were children evacuated during WWII? Where did they go? What questions can you ask? R2/ answers/example questions Was the experience for all children the same? R3 Why did children's experience differ? If so many children were sad, why do we have so many photographs in newspapers of them looking happy? R4	Photograph of mini task. Write a paragraph describing the different experience for evacuees during the war. Red - know that children had a varied experience as an evacuee. Yellow - Explain children's different experience as an evacuee and the possible reasons for this. Green - Explain why positive experiences of evacuation are used in newspapers.

ENQUIRY QUESTION: How did World War Two affect the lives of the people in Britain?

BIG IDEA - Similarity and Difference: WWII impacted many people's lives in different ways. Both soldiers and civilians were impacted by WWII although it was in different ways.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
To understand how World War II impacted many people's lives in different ways - Know that more than just one group of people were affected by WWII. - Understand how different people's lives were affected. - Make comparisons about how different people's lives were affected in different ways.	- World War Two was first war that significantly impacted the lives of civilians as well as those fighting. - It impacted soldiers as they believed that the war would no t last a long time and before over by Christmas however; they faced significant casualties and key military campaigns (Battle of Britain/ Dunkirk) - It impacted the lives of adults because their children were moved and homes were destroyed - It impacted children because they were evacuated and removed from their homes. Some had a positive experience, whilst others had a negative one.	Thinking like a historian How and why were people impacted by the war? How were soldiers impacted? How were civilians impacted?	Assessment quiz Write essay answering enquiry question. Red - Describe some ways soldiers and civilians were impacted Yellow - Explain why people were impacted much more than in previous wars Green - Explain the change overtime similarities and difference how some people were affected in similar ways and some if different. Making comparisons of these.

Year 6 History Summer 1: WW2 and our local area

N.C. Expectations a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

How was the local area affected by World War II?

VOCAB	Definition	Widgit
propaganda	An organised way of presenting false information or ideas	
morale	A feeling of hope for an individual or group of people.	
conscription	Being called to fit in the army as part of national duty	
censorship	Removing or hiding certain information to create a certain picture	
regeneration	Improving or rebuilding a certain area.	
memorial	Something serving or honouring the memory of a person or event.	

Videos & Additional Reading

- ✓ <https://www.haringey.gov.uk/culture/black-history/timeline/WW2>
- ✓ <http://bombsight.org/explore/greater-london/haringey/>
- ✓ <https://www.youtube.com/watch?v=KS40IAdqAVY>
- ✓ <https://www.youtube.com/watch?v=HUqy-OOQvVtI>

Big Ideas

- ✓ Haringey faced a huge amount of change during WW2. Many homes were destroyed by the bombing and many men from the local community were killed when they were conscripted to go to war.
- ✓ It is difficult to get a clear picture of what the Homefront was like in WW2 due to the propaganda and censorship from the government this means that we are not always presented with an accurate picture.



Links to previous learning

- ✓ In Y4 and Y5 we learnt how our local area was shaped by the industrial revolution and how this changed the face of the local area.
- ✓ Previously we looked at WW2 and why it started. We also looked at what life was like on the Homefront during WW2.
- ✓



ENQUIRY QUESTION:**What were the key events that took place during World War II?****BIG IDEA -Chronology:** Many key events took place during ww2 some are more significant than others. We can order these key events using chronology.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know the key events of WW2 - Use chronology to order key events - Use key vocabulary in context	☒ World War Two ended 6 years and 1 day after Germany's invasion of Poland on 1st September 1939. ☒ World War Two ended on 2nd September 1945 and was named the official victory over Japan day (VJ Day). ☒ During WW2 many key events took place including: The Blitz in London, Germany invading Poland, Japan bombing Pearl Harbour, First American troops in Europe, Victory in Europe, D day etc. ☒ Some vocabulary relates specifically to its historical context ☒ One specific word can make meaning in context very clear ☒ Use the most appropriate word makes meaning clear ☒ Use definitions from knowledge organisers of key vocabulary	Thinking like a historian What are these events? R1 Why are these events significant? R1 How would I order these events? R1 What are the key words relating to this topic? R2	Chronology outcome: Order the key events of WW2 using chronological understanding. Vocabulary outcome: Write historical sentences using the yellow key vocabulary words. Red recognise key events of WW2 Yellow Use chronology to order the key events of WW2 Green Make connections between new vocabulary and key events in WW2

ENQUIRY QUESTION: What role did the docks and industries of the Isle of Dogs have in supporting the war effort during World War II?

BIG IDEA - Cause and consequence :

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
	☒ The docks of the Isle of Dogs served as vital centers for shipping goods and supplies to support the war effort, including troops, equipment, and provisions. For example, during the Dunkirk evacuation in 1940, numerous vessels departed from the docks to rescue British and Allied forces stranded in France. ☒ The industrial facilities on the Isle of Dogs played a crucial role in manufacturing and repairing ships, aircraft, and military equipment. The area was home to shipyards, workshops, and factories that produced and maintained vessels, aircraft components, and munitions for the war effort. For instance, the Millwall Dockyard was utilized for shipbuilding and repair throughout the war. ☒ The Isle of Dogs served as a key logistical hub for storing, distributing, and transporting supplies and materials needed for the war effort. Warehouses, depots, and storage facilities in the area were used to stockpile goods such as food, fuel, and ammunition before distribution to frontline troops and military bases.		https://islandhistory.wordpress.com/2014/01/30/the-tragedy-at-bullivants-wharf/ https://islandhistory.wordpress.com/2018/11/22/images-of-the-isle-of-dogs-during-wwii/ https://www.museumoflondon.org.uk/discover/voices-docklands

ENQUIRY QUESTION: Why was the Isle of Dogs a target for enemy bombing and what was the impact of this?

BIG IDEA - Interpreting History:

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
	☒ In the 1930s, London's Docklands, including Canary Wharf, were bustling centers of trade and industry, facilitating the movement of goods worldwide while providing employment opportunities across various sectors. Serving as vital transportation hubs and supporting maritime activities, the Docklands played a crucial role in Britain's economy, connecting the nation to global trade networks. ☒ During the Blitz, the Docklands in London, including Canary Wharf, suffered extensive damage from German bombing raids. The area was targeted due to its strategic importance as a transportation hub and industrial center; resulting in significant destruction of docks, warehouses, and infrastructure, disrupting trade and commerce for an extended period. ☒ Bombing raids on the docklands caused thousands of casualties and extensive damage to homes, businesses, and infrastructure. The community faced profound impacts, including fear, displacement, and loss of livelihoods, as a result of the destruction and disruption caused by the bombings. ☒ Britain responded to the Blitz on the Docklands with resilience and determination, implementing measures such as air raid shelters, blackout regulations, and anti-aircraft defenses to protect civilians and critical infrastructure. Additionally, the government launched rebuilding and repair efforts swiftly after attacks, demonstrating resolve to maintain morale and continue the war effort despite the devastation inflicted by German bombing raids.		

ENQUIRY QUESTION: What was life like for the people living on the Isle of Dogs during World War II, and what evidence do we have to understand their experiences?

BIG IDEA - Interpreting history :

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
	☒ Life on the Isle of Dogs during World War II was marked by significant challenges and disruptions due to the ongoing conflict. Residents experienced fear, uncertainty, and hardship as they navigated the dangers of enemy bombing raids, rationing, and evacuation. ☒ Oral history interviews and memoirs from residents who lived through World War II offer firsthand accounts of their experiences. These personal testimonies provide vivid descriptions of life during wartime, including air raids, rationing, evacuation, and community resilience.		

ENQUIRY QUESTION: How was the local area affected by World War II?

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Year 6 History Summer 2: WW2 and our local area

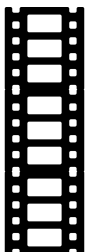
N.C. Expectations a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge

Key Enquiry Question

The biggest changes for Britain took place in Britain. Do you agree?

VOCAB	Definition	Widgit
propaganda	An organised way of presenting false information or ideas	
morale	A feeling of hope for an individual or group of people.	
conscription	Being called to fit in the army as part of national duty	
censorship	Removing or hiding certain information to create a certain picture	
regeneration	Improving or rebuilding a certain area.	
memorial	Something serving or honouring the memory of a person or event.	

Videos & Additional Reading



- ☒ <https://www.haringey.gov.uk/culture/black-history/timeline/WW2>
- ☒ <http://bombsight.org/explore/greater-london/haringey/>
- ☒ <https://www.youtube.com/watch?v=KS40lAdqAVY>
- ☒ <https://www.youtube.com/watch?v=HUqy-OOvVtI>

Big Ideas



Links to previous learning



ENQUIRY QUESTION:

Can you describe the similarities and differences between three periods of history

BIG IDEA -Chronology: Some parts of history have stayed the same including invasion, tax, trade and forms of civilisation. However in each period, these did not always look the same. Invasion in World War II is different to invasion during the Vikings.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
-Order key periods of history - Describe similarities and differences between periods - Describe similarities and differences between trade, invasion, tax and empire across periods	✓ A period is a part of history that has a distinctive feature. E.g the Victorian Era is characterised by the monarch - Queen Victoria. ✓ Trade, tax, invasion and empire are common themes across many periods of history, however they do not look the same in all historical periods. ✓ During the Viking invasion in 793 AD, weapons such as long bows, arrows, spears and axes were used. However, during World War II an advancement in weaponry was used, which included rifles, machine guns, grenades and anti-tank weapons. ✓ The causes for the invasion also differed. The Viking invasion was believed to be motivated by the desire for wealth. However, World War II began when a treaty was broken and Poland was invaded, ✓ In the Tudor period trade links began to be formed with countries across Europe. ✓ During the 1600 trade links began to develop and Britain began to take control through colonies. ✓ During the Georgian era, Britain began to develop an empire as it began to take control of many countries around the world. ✓ Finally, in the Victorian Era, the British Empire was at its peak controlling 1/4 of the world's land mass.	Thinking like a historian How are these images similar/ different? R1 What is a historical period? Can you put these periods of history in chronological order? R2 When did they happen? how long was this period? Which period was the longest? What do you know about this period? Where does the WWII fit on our timeline of Britain? Can you describe the similarities and differences between these periods?	Chronology outcome: Mini task Order the key events of WW2 using chronological understanding. Describe the similarities and differences between three periods Vocabulary outcome: Write historical sentences using the yellow key vocabulary words. Red Order some events in chronological order name some features of that period Yellow name simple differences between periods Green refer to tax, trade, invasion when describing the similarities and differences between periods of history.

ENQUIRY QUESTION: Why was there a decline in the British empire after World War II?

BIG IDEA - Interpreting history: After World War II Britain's empire began to significantly decline. Historians believe this was due to a range of reasons including Britain's economy after the war, shame in losing Singapore and the idea that empires could not be justified.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know that the Empire declined after WWII - Name some of the reasons for this decline - Explain the reasons for this decline	✓ After WWI, the British Empire had only a few colonies which had gained full independence - Egypt. Others had their status changed from colony to dominion - Ireland. ✓ After WWII Britain realised it could no longer protect their empire in its entirety. Whilst fighting in Europe many British colonies in Asia were taken over by Japanese. ✓ People's attitude towards empire had changed. In Europe those who fought for their own freedom felt that empires could no longer be justified. And felt that they had earned their right for freedom. ✓ Some colonies threatened violence unless they were granted independence celebrations	Thinking like a historian What changes do you notice about the British Empire? When do these changes take place? R1 Why do you think the British Empire declined after World War II? R2	Make a mind map of reasons the empire declined Match the primary sources with the interpretations. (Photo) Red Name some reasons for the decline of the Empire after WWII Yellow Describe multiple reasons for the decline of the empire after WWII Green Explain the decline of the British Empire after WWII

ENQUIRY QUESTION: What led to the establishment of a welfare state after World War II?

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
Know that the war had a negative impact on Britain Infer from sources the impact of post war on society Describe parliaments five main areas of reform	✓ After WW2 the UK were in a difficult position. Millions of young men were returning home from fighting in the war needing jobs, medical care and help returning to normalcy. Britain also needed to be rebuilt (start a regeneration project) after having been heavily bombed in WW2. ✓ Many people believed that the government should fund health care, housing and support for families. ✓ There was a call for parliament for improved social services and improvement for the standard of living. ✓ Parliament declared that there were 5 main areas of reform known as “giants on the road to reconstruction”. Adequate income, good health care, good education, adequate housing and gainful employment https://www.bbc.co.uk/bitesize/guides/z6ctyrd/revision/6	Thinking like a historian What does this image suggest about life post war? R1 What was life like in Britain after World War II? R2 How did people feel? R3 What was parliaments response to the road to reform? R4	Describe how the sources represent the problems in Britain post war. Write parliaments declaration for the 5 main areas of reform Red Make simple statements about post war Britain Yellow- Use primary sources to Green- discuss why it is difficult for historians now to understand what life was like during WW2 due to censorship and propaganda.

ENQUIRY QUESTION: Were the welfare changes post war completely successful?

BIG IDEA - Interpreting history : After World WarII various reforms were enacted in order to improve the quality of life for people living in Britian.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know about the Beveridge Report and how it influenced change in Britain. - Name some reforms that took place in Britain post war - Identify the success and shortcomings of these reforms.	✓ In post war Britain parliament passed many reforms to improve the quality of life for people in Britain. ✓ 1944 Education Act mean free education for all children up to 14. ✓ 1945 the government started the building scheme to provide jobs. ✓ 1946 New Towns Act was passed - 17 new towns were built in England. Local authority house-building programmes were started and 750,000 new homes were built. ✓ 1946 National Insurance Act was introduced which gave workers sickness benefits and pensions. ✓ 1948 NHS was established to provide free medical, dental and eye care for all.	Thinking like a historian What changes can we see from this image? R1a and b What was the catalyst for this change? What was the journey to this change? R2 How did people feel about Beveridge's report? R3/ R4 What are these reforms? Can you find out more about them? R5	Mini task- jump in R2 In the table write the positives and negatives of the acts passed. R6 Red Name some reforms that took place post World WarII Yellow- Name some reforms that took place post war and explain how they improved the quality of life for people living in Britain. Green-Identify the positives and negatives of the reforms that were enacted.

ENQUIRY QUESTION: How did healthcare change after WWII ?

BIG IDEA - Continuity and Change- Before the establishment of the NHS, healthcare for the poor was based on voluntary charity work and the middle and upper class would pay privately. However after WWII tax was used to fund healthcare so that healthcare was free for all at delivery.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Know what healthcare was like in Britain before WWII - Recognise changes that took place after WWII - Explain the opposition that the NHS faced.	✓ On the 5th July 1948 Britain began the National Health Service (NHS). ✓ The National Health Service was born from a truly ground-breaking postwar policy. It was founded on the fundamental principle that healthcare would be free at the point of access. ✓ In 1942, Sir William Beveridge, a prominent government economist, wrote a report on social policy to advise how Britain should rebuild after World War Two. ✓ A key component of this report was a NHS that was free at the point of access and paid for by taxation. This idea went on to form the basis for the NHS when it was introduced in 1948. ✓ Not everyone was so enthusiastic about the Beveridge's Report radical message. Before the NHS was launched, Nye Bevan faced significant opposition from the British Medical Association, the doctors' trade union and professional body.	What do we know about the NHS from this newspaper? R1 Who came up with the idea for the NHS? R2 How did healthcare change? How did opinions of the NHS differ ? R3	Write a paragraph about the formation of the NHS and how healthcare changed. Write a paragraph about the opposition encountered. Red Recall key facts about the NHS Yellow Explain how healthcare in Britain changed over time. Green Describe changes and the obstacles the NHS faced when it was initially established.

ENQUIRY QUESTION: The biggest changes after WWII took place in Britain. Do you agree?

BIG IDEA - Continuity and Change: Following the war, many changes took place including: the decline of the British empire, the creation of the NHS and the building of new towns and houses. However not all these changes were viewed positively.

S/C	Key Knowledge	Key questions and resources	Outcomes and Assessment
- Name some changes that took place in post war Britain - Explain how these changes impacted society - Explain how not all changes were viewed the same way	✓ After WWII many changes took place including: the decline of the British Empire, the creation of the NHS, the Education Act and the New Towns act. ✓ However, not all these changes were viewed positively by everyone. ✓ While some people's attitude towards empire had changed, as those who fought for their own freedom felt that empires could no longer be justified, others felt that the decline of the empire was symbolic for a decline in power and would reduce the resources Britain could take from these countries. ✓ The establishment of the NHS had also faced opposition from the Doctors Union about their method of payment.	Thinking like a historian What were the biggest changes that took place in post war Britain? What happened to Britain's empire? What changes took place in British society?	Complete assessment question and quiz Write end of term assessment Red Name some changes that took place in post war Britain Yellow Explain how these changes impacted society . Green Explain how not all changes were viewed the same way.