

History

Curriculum Overview

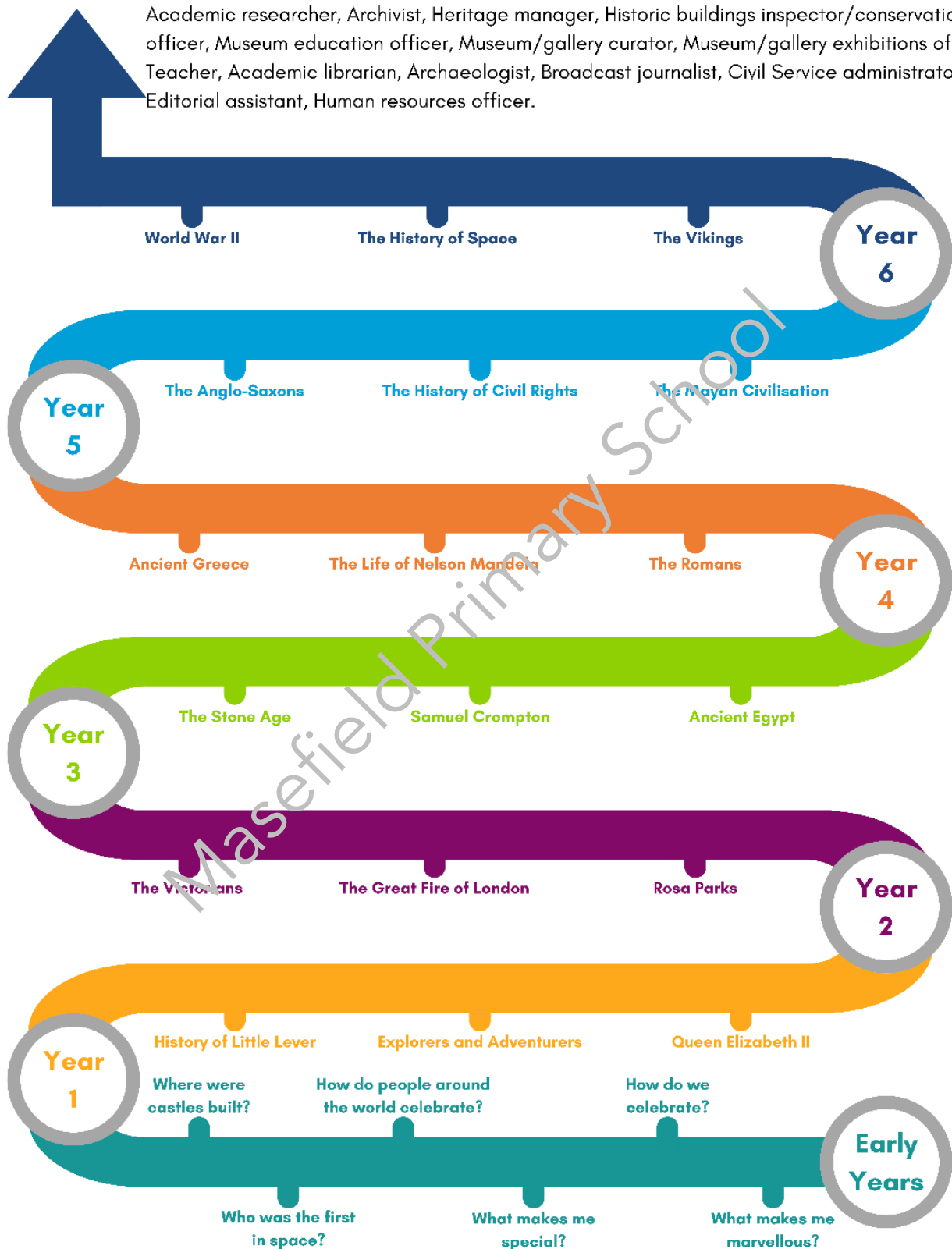
Masefield Primary School



History

History Careers

Academic researcher, Archivist, Heritage manager, Historic buildings inspector/conservation officer, Museum education officer, Museum/gallery curator, Museum/gallery exhibitions officer, Teacher, Academic librarian, Archaeologist, Broadcast journalist, Civil Service administrator, Editorial assistant, Human resources officer.



"A people without the knowledge of their past history, origin and culture is like a tree without roots,"

- Marcus Garvey

History National Curriculum in England

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

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

Statement of Intent for History

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

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

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

- gain a coherent, chronological knowledge and understanding of Britain's past and that of the wider world
- develop a deep understanding of history, by connecting new knowledge with existing knowledge
- contribute to a connected network of ideas and knowledge across the curriculum
- develop and appreciate the cultural capital that they need to succeed in life
- engender an appreciation of human achievement and an understanding of its development
- be introduced to the language and vocabulary of History
- be introduced to key historical skills such as oracy and argument
- make reasoned arguments about historical influences on current development and sustainability issues
- explore how the actions of people in the past have led to some of the global problems we face today
- understand the impact their choices can have on the future
- develop knowledge of other societies, cultures and beliefs
- understand the impact values and beliefs have on the decisions and actions of individuals, organisations and governments, made today
- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups
- explore their own identity, values and beliefs

Teaching and Learning in History

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

Key Concepts in History

In order to structure the development of and relationship between knowledge, historical concepts (both substantive and disciplinary) are threaded throughout the curriculum.

Concepts are explicitly taught and linked within units of work. They are revisited throughout the year groups to ensure pupils have a clear understanding of them, make meaningful connections and enable them to be held within long-term memory.

Nine key concepts of history repeat throughout the curriculum. These provide lenses through which to consider the different aspects of history.

Key (Substantive) Concepts



Second Order (Disciplinary) Concepts



Knowing More and Remembering More in History

At Masefield, we recognise the importance of retrieval practice in making learning more efficient. Retrieval practice allows our teachers to identify and address gaps in knowledge and check for misunderstandings, whilst simultaneously allowing children to make and strengthen connections between their knowledge and providing firmer foundations for future learning. In Science, all teachers follow these agreed procedures to support the consolidation of prior learning and the incremental development of new learning:

The beginning of every unit

In order to assess prior knowledge, the teacher will present the children with the previous years' LbQ question set for that topic where applicable.

This low stakes quiz allows children the opportunity to recall and strengthen relevant prior knowledge which then can be built upon over the upcoming lessons. This also allows teachers the opportunity to identify and address any gaps in prior knowledge or misconceptions so that they can accurately adapt their teaching to ensure that children build a strong knowledge of the required content.

The beginning of every lesson

At the beginning of every lesson, the teacher will refer back to the previous lessons within the sequence of learning. This provides children the opportunity to recall prior knowledge and make connections between this and the new learning in the current lesson.

The end of each unit

At the end of each unit, the teacher will present the children with the LbQ question set for that unit. This is a low stakes quiz which will assess the children's knowledge of the required content in each unit.

This allows children yet another opportunity to recall and strengthen their learning from this unit. It also provides teachers with a clear picture of children's understanding, which will inform their summative assessments for the unit. This allows the teacher another opportunity to address gaps in knowledge or misconceptions.

Friday Flashbacks

Through Friday Flashbacks, the teacher will present the children with the LbQ question sets for all the units taught so far that year. These are low stakes quizzes will assess the children's knowledge of the required content in each unit.

This allows children multiple further opportunities to recall and strengthen their learning from previous units. It also provides teachers with a clear picture of children's understanding and how their knowledge and skills are developing incrementally. It allows them multiple further opportunities to address gaps in knowledge or misconceptions.

Teaching and Learning Delivery Model: Building Knowledge through Challenge

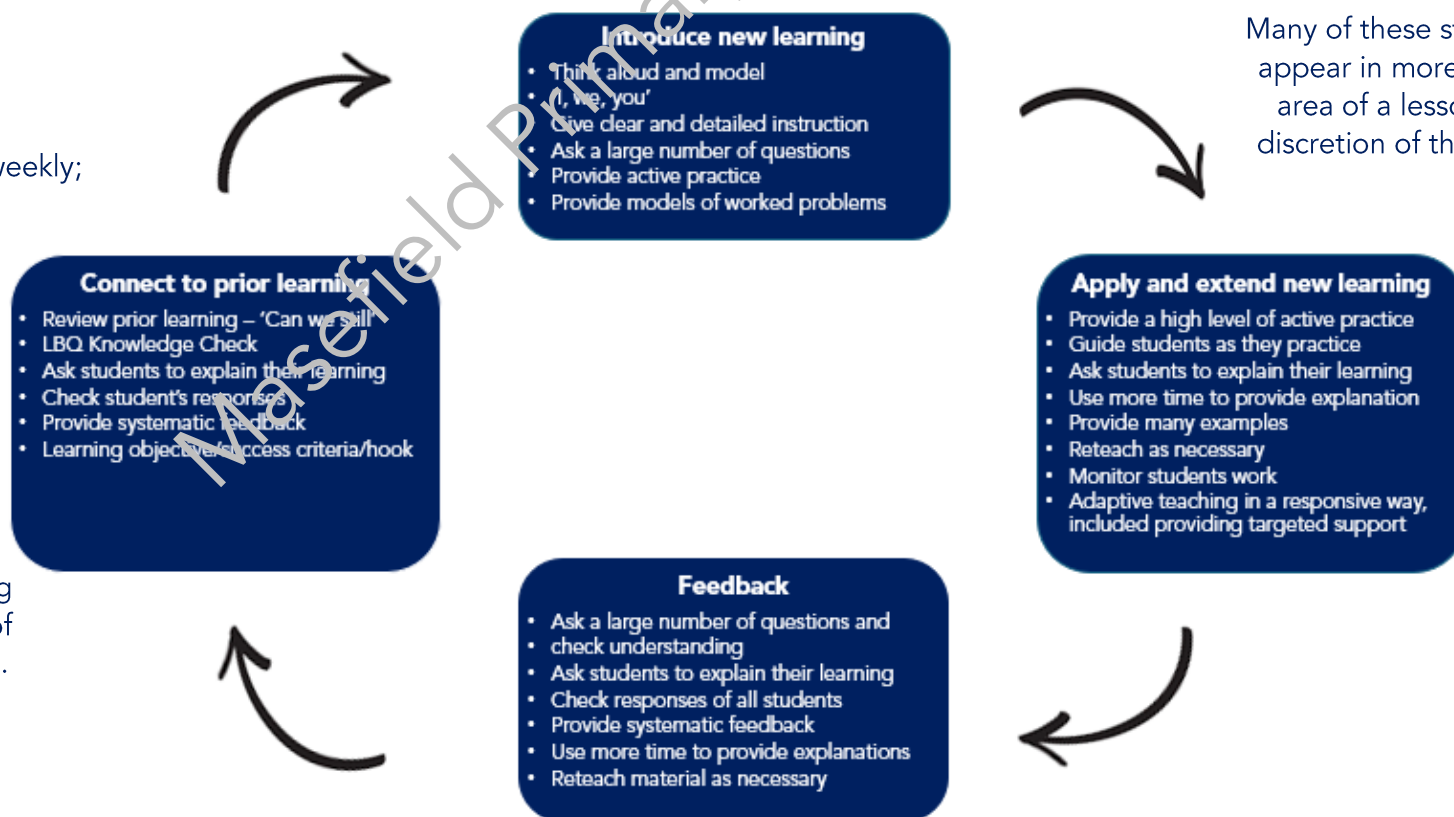


Teachers	Lessons	Learning Opportunities
<ul style="list-style-type: none"> ✓ Have high expectations for all groups of children ✓ Have strong subject knowledge ✓ Promote independence ✓ Promote confidence ✓ Offer praise and encouragement ✓ Are enthusiastic and positive about learning ✓ Model good learning ✓ Offer high quality conversation and talk 	<ul style="list-style-type: none"> ✓ Have a distinct knowledge base ✓ Are purposeful ✓ Are memorable ✓ Are active ✓ Are engaging ✓ Are focussed ✓ See children and teachers working as a learning team 	<ul style="list-style-type: none"> ✓ Increase knowledge ✓ Develop basic skills ✓ Meet children's individual learning needs ✓ Broaden and extend experiences ✓ Offer an opportunity to try new things ✓ Are cross curricular if appropriate ✓ Offer first hand experiences through trips or visitors

There shall be no bad books!

- Vocabulary lesson;
- Regular foundation lessons – weekly;
- New page for each lesson;
- Marking grid for Seesaw work.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.



Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Adaptive Teaching



"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

What is Adaptive Teaching and why do we do it?

With adaptive teaching, all pupils are given one explicit instructional goal. They all access the same ambitious curriculum. The teacher teaches to the top and scaffolds pupils who need support to reach that level. When not needed, the teacher removes scaffolds or fades them out.

This approach promotes high achievement for all and doesn't cap opportunities or aspirations.



Explicit Instruction

Adaptive practice:

Pre-teach or TA support during modelling.

Shared Instruction

Check:

Use this section to check pupils' understanding. Can they do it with the structure in place?

Independent Practice

Reflect and Respond:

Allow students who have successfully completed the 'We Do' to move on independently. Group together those who are still struggling and complete work with adult support.

Before the lesson...

Lower ability pupils	Pupils with a low reading age	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading – could this be part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

During the lesson...

CHECK REFLECT RESPOND	ENOUGH CORRECT	Practise, consolidate, move on
	NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.
Further support...	Refer to Adaptive Teaching booklet, mini-whiteboards, LBQ, targeted support, additional practice, modelling (I do, we do, you do), breakdown content (chunking).	



SEND – Adaptive Teaching Strategies to support and scaffold

- Adjust the level of challenge – e.g. provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g. – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g. provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g. – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g. - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g. use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g. give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.



More Able – Adaptive Teaching Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g. – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g. – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g. – How.....Why.....What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g. - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g. extend more able learners through open-ended questions when providing feedback.



Learning by Questions – Using EdTech to support Teaching and Learning



What is Learning by Questions?

Pupils' use iPads and progress at their own pace and level through high quality Question Sets and receive immediate automatic feedback as they answer. Teachers receive live analysis and results are saved to support assessment and planning. Data is stored automatically to support lesson planning.

Why do we use it?

Learning by Questions (LbQ) is fully embedded into Masfield's curriculum journey. This evidence based and award winning teaching & learning tool has been fundamental in the significantly above average results at Masfield over the last few years. All teachers and pupils have accounts that allow access to all resources.

What support do I get?

- Tracked classes set up in the first week of the academic year.
- Every member of staff (teachers and TAs) will receive regular CPD on LbQ, including meeting updates, 1:1 CPD, in class coaching and observations.
- Question Sets are ready made for all subjects, including every foundation subject unit from Year 1 to Year 6.

Using LbQ in Maths

- 3 tasks completed daily as morning maths - LBQ tasks that start with 'practise'. Basic skills and previous learning only.
- Used as a teaching and learning tool – not assessment.
- Intervention screen should be used regularly to assess pupils understanding and address misconceptions immediately.
- Green button (play) should be used regularly to involve and engage all learners in the lesson.
- Pupils should not get an incorrect answer more than 3 times. The teacher or TA should intervene before this or the pupil must ask for support.
- LbQ to be used as part of the deeper learning within lessons.
- An application of the learning within the lesson must be shown in maths book (usually reasoning and problem solving).

Using LbQ in Reading

- Used for intervention sessions.
- Used as part of reading in foundation subjects.



Using LbQ in Science

- Vocabulary question set to be completed before Science Unit.
- Previous topic (if appropriate) to be completed before Science Unit (e.g Year 4 Light question set to be completed before teaching of Year 6 Light topic).
- Investigation question set available to support teaching of fair testing.
- Knowledge Review question set to be used at end of topic – or once teaching sequence completed.

Using LbQ in Foundation Subjects

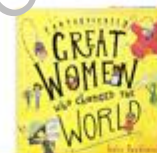
- Question Sets to be completed at the end of learning and during knowledge days.
- Refer to Knowledge Day Overview document for Question Set Record.

History Literature Spine

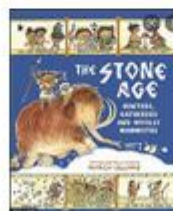
To support the teaching of History here at Masefield, we have developed a collection of books that all children in our school are to experience and enjoy. We aim to immerse our children in a range of texts, specifically chosen by our staff to ensure that children hear the best stories read aloud to them by their teachers for pleasure, to excite and inspire our children and support the development of knowledge and skills in History.



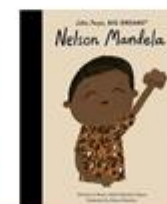
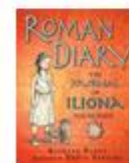
Year One



Year Two



Year Three



Year Four



Year Five



Year Six

Masefield Primary School

Long-term Overview for History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Nursery	What makes me marvellous?	How do we celebrate?	What makes me marvellous?		What makes me marvellous?	
EYFS: Reception	What makes me special?	How do people around the world celebrate?	Who was the first in space?			Where were castles built?
Year One	History of Little Lever – Local Study		Explorers and Adventurers		Significant People: Queen Elizabeth II	
Year Two	Rosa Parks and other Significant People		The Great Fire of London		The Victorians	
Year Three	The Stone Age		Samuel Crompton – Local Study		Ancient Egypt	
Year Four	The Romans		The Life of Nelson Mandela		Ancient Greece	
Year Five	The Anglo-Saxons		The History of the Civil Rights Movement		The Mayan Civilisation	
Year Six	The Vikings		The History of Space		World War II	

3 and 4 Year Olds	<ul style="list-style-type: none">• I can talk about my life.
Reception	<ul style="list-style-type: none">• I can talk about familiar events that have happened in the past.• I can compare characters and how their lives have changed.
Early Learning Goals	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Comment on images of familiar situations in the past.• Children talk about past and present events in their own lives and in the lives of family members• I can talk about the lives of the people around me and their roles in society;• I can talk about time changes in books and how they are the same and different based on books I have read in class;• I understand the past through settings, characters and events encountered in books read in class and storytelling.

Nursery - What makes me marvellous?

Curriculum Content

Understanding the World

- Begin to make sense of their own life-story and family's history.
- Continue developing positive attitudes about the differences between people

Substantive Knowledge

- Children will learn that there are seven days in a week and the order of the days through songs and rhymes
- Know that there are key people in my life – starting to understand my own family history

Prior Learning

Staff will assess children's prior knowledge and understanding before direct teaching to inform and adapt planning.

Key Vocabulary

Today
Yesterday
Tomorrow

Future Learning

Talk about members of their immediate family and community.

Comment on images of familiar situations in the past.

How do people around the world celebrate?

The Big Idea: There are lots of different festivals celebrated in this country and all around the world. Most of these festivals use light as a form of celebration.

Prior Knowledge Requirements:

- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Future Learning:

History

Understanding of events, people and changes: understand key features of events, identify some similarities and differences between ways of life in different periods

Curriculum objectives:

Understanding the World

- Talk about members of their immediate family and community.
- Comment on images of familiar situations in the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Compare and contrast characters from stories, including figures from the past.
- Comment on images of familiar situations in the past.

Context for Study:

This is the second History unit in Reception. Children will learn about the history of celebrations around the world. They will also learn about the festivals they celebrate in preparation for the Year 1 RE units.

Vocabulary:

Celebration
Present
Diva lamp
King James

Past
Diwali
Guy Fawkes
Bonfire Night

Tier 3

Treason
Prosperous
Ignite
Culture

Prosperity
Blessings
Annually

Developing a sense of chronological understanding

Throughout the year pupils will study content which will develop their chronological understanding through all units in the EYFS.

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

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

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

Sequence of Learning

Step
1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new vocabulary
- Retrieval of previous learning

Step
2

Chronological Knowledge

- Start to understand chronology through learning about our own family history
- Learn that there are seven days in the week and twelve months in a year
- Know that a timeline is used to describe the order in which events happen

Sequence of Learning

Step 3

Diwali

- Talk about Diwali, the Hindu festival of light.
- Learn that Hinduism originates from India
- Look at how Hindus in India celebrate Diwali
- Learn that India is a long way from Little Lever, and the easiest way to travel is to fly there
- Learn about the story of Rama and Sita
- Learn that Hindus celebrate by cleaning, decorating the house with lots of lights, wearing new clothes, exchanging gifts, eating special food and lighting fireworks
- Recognise and discuss similarities and differences between Diwali and a festival they celebrate

Step 4

Bonfire Night

- Talk about Bonfire Night and learn that it is celebrated in England on the 5th November
- Talk about Guy Fawkes trying to blow up the Houses of Parliament and King James
- Talk about this happening a long, long time ago in the past
- Talk about why we celebrate Bonfire Night - to remember that King James survived, and that Guy Fawkes was caught
- Children will learn that we celebrate Bonfire Night by lighting a bonfire, fireworks, using sparklers, burning a Guy

Sequence of Learning

Step 5

Christmas

- Talk about Christmas being celebrated all around the world
- Explore how different children celebrate Christmas around the world
- know that Christmas happens on the 25th of December and people use an advent calendar to countdown
- Talk about people decorating their homes with lights, Christmas trees and wreaths
- Talk about people writing cards and exchange gifts to celebrate
- Talk about Christmas being a time when families come together and celebrate
- Children know that other people have different traditions in school and around the world

Masefield Primary School

Year One – Summer 1

Significant People: Queen Elizabeth II

The Big Idea:

Elizabeth II was Queen of the United Kingdom and other Commonwealth realms from 6 February 1952 until her death in 2022. She was the longest serving monarch ever.

Aims of the unit:

1. Understand that people in the past have contributed to how we live today.
2. Recognise difference and similarities from the past.

Prior Knowledge Requirements:

Know that history is the study of the past, in particular the changes over time that have occurred within human society (Year 1 previous units).

National Curriculum objectives:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Significant historical events, people and places in their own locality.

Context for Study:

This unit studies significant people (women) from the past who have contributed to national and international achievements.

The unit will move through different significant individuals who have had an impact on our history. This unit will focus on the Queen and what she has contributed to the world we live in today.

It will be built on 'past & present' knowledge from Reception and embed this vocabulary and understanding, including building on their knowledge of chronology. There will be links to the Victorian era which is taught in Year 2 and it will support the teaching of Samuel Crompton – a local study – in Year 3. Children will use the knowledge learnt in this unit to have a better understanding of developments in democracy in Ancient Greece (Year 4), Romans (Year 4), Ancient Egypt (Year 3) and Anglo Saxons (Year 5).

Vocabulary:

Monarch: The King or Queen of a country.

Palace: A very large house that is home to the King or Queen.

Landmark: An important and well-known building.

Coronation: The ceremony at which the King or Queen is crowned.

Artefact: An object to help you learn about the past.

Govern: To be in charge of a place.

Archbishop: An important person in the Christian Church

Substantive Concepts:

Hierarchy & power – monarchy, empire.



Disciplinary Concepts:

Significance – Know the significance of Queen Elizabeth in British History and her impact on life today.

Cause and Consequence - Know about the cause of a coronation.

Evidence & interpretation



Disciplinary Knowledge:

Historical Sources

- Look at artefacts from the past and use them to try and ask and answer questions about the past.

Historical Enquiry

- Begin to appreciate the validity of sources e.g. memories might not always be reliable.
- Sequence events in the life of a key historical figure, explaining the order of events and what happened.

Sequence of Learning

Step
1

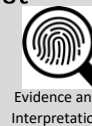
Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBQ vocabulary question set where appropriate).
- Retrieval of previous learning

Step
2

Chronological Knowledge

- Use of outdoor timeline
- Know how to put 3 events / objects in the correct order they happened / were made.
- Place events/ periods/ people in chronological order from furthest in the past to the most recent.
- Know how to use terms like before / after old/new correctly.
- Use phrases such as: before, after, past, presence, then, old, new and long time ago.
- Sequence events in the life of a key historical figure (Queen Elizabeth II), explaining the order of events and what happened.



See 'Progression In Chronology'

- Practise Sequencing
- Introduce Scale
- Introduce Interval
- Introduce Duration

Sequence of Learning

Step 3

Who was Queen Elizabeth II?

- Know that Her Majesty Queen Elizabeth II had been on the throne for more than 60 years.
- Know that she is the longest reigning British monarch (monarch means 'king or queen').



Step 4

What is a monarch?

- Know that for over 1500 years kings and queens have reigned in Great Britain.
- Know that the word reign means 'the time during which a monarch is on the throne'.
- Know that the British throne is passed down through family lines so most of these kings and queens were ancestors of our current queen, Elizabeth II.
- Elizabeth II is called the Head of State. The head of state is the highest representative of a country. The laws of Great Britain are made by Parliament, which represents the people of the nation.



Step 5

Who is the Prime Minister? – Link to British Value of democracy.

- In England we have a Prime Minister who is voted for by the people. The Queen then allows them to make decisions and rules for the country.
- Our current Prime Minister is called (INSERT AS CHANGES REGULARLY). He is a member of the (INSERT) political party.
- The Prime Minister lives at 10 Downing Street in London. Every person who is 18 or over gets to vote in an election to choose the Prime Minister.



Sequence of Learning

Step 6

What are the Crown Jewels?

- Know that the crown jewels are a collection of royal ceremonial objects such as crowns, sceptres and orbs.
- Know that the crown jewels are symbols of the British monarchy and are used for traditional ceremonies including coronations.
- Know that since the 14th century, the crown jewels have been kept at the Tower of London where they are guarded by the Beefeaters.
- Know that every year millions of visitors see the Crown jewels on public display.
- Know that the Tower of London is famously guarded by ravens.
- Know that a raven is a large black bird.



Step 7

What is Buckingham Palace?

- Know that the Queen's official London residence is Buckingham Palace.
- Know that London is the capital city of England.
- Know that The Royal Standard flag flies from the top of the palace when the queen is at home.
- Know that Buckingham palace is the setting for many displays of royal pageantry such as the Changing of the guard and Trooping the Colour parade.
- Know that 'trooping the colour' marks the Queen's official birthday in June. (Note that the Queen has two birthdays - her real birthday on 21st April and her official one in June).
- Watch video clip - <https://www.youtube.com/watch?v=TuUcjzYgnn8&t=142s>



Sequence of Learning

Step 8

What is a coronation?

- Use sources to explore a coronation. Compare Queen Elizabeth and King Charles Coronation. Start to validate sources.
- **Know that a coronation is the ceremony at which a king or queen is crowned.**
- Know that when Elizabeth II died in 2022 her son Charles was next in line to inherit the throne.
- Know that he was officially crowned King in 2023.
- Know that this took place at Westminster Abbey in London.
- Know the next 2 people who will become King or Queen.



Change and
Continuity

Step 9

Assessment

- End of Unit Outcome - How has the Queen been significant in history?
- LBQ Question Set



Significance

Year Two – Autumn 1

Rosa Parks and other Significant People

The Big Idea:

Significant people have had a huge impact on society today.

Rosa Parks has a positive influence on society today because she stood up for discrimination and she changed people's views on racism.

Aims of the unit:

1. Understand inspirational people have had a huge impact on society today.
2. Understand that Rosa Parks has a positive influence on society today because she stood up for discrimination and she changed people's views on racism. Some trees and plants change with the seasons.

Prior Knowledge Requirements:

- Know that history is the study of the past, in particular the changes over time that have occurred within human society (Year 1 – Toys and the Queen).
- Know that a historical source can provide evidence relating to the events of the past (Year 1 – Toys and the Queen).
- Know what 'rights' and 'equality' is.

National Curriculum objectives:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Context for Study:

This unit studies Rosa Parks and other significant people from different periods of history past who have contributed to national and international achievements.

The unit will move through different significant individuals who have had an impact on our history. This unit will focus on Rosa Parks and other significant people who have changed history: Emily Davison, & Emily Pankhurst.

It will build on 'Significant People' knowledge from Year 1 and embed this vocabulary and understanding, including building on their knowledge of rights and equality. Children will use the knowledge learnt in this unit to have a better understanding of developments in discrimination and legacy in Ancient Egypt (Year 3), Romans (Year 4), Ancient Greece (Year 4) and World War 2 (Year 6).

Vocabulary:

Right: Something that you are entitled to.

Suffragette: A woman seeking the right to vote through an organised protest .E.g. Emily Davison.

Campaign: An organised plan to achieve a goal.

Segregation: Enforced separation of different groups of people.

Race: A group of people who share the same culture.

Protest: Expressing that you not agree with something.

Substantive Concepts:

Hierarchy & power – equality, democracy



Disciplinary Concepts:

Significance – What influence did Rosa Parks have on society?

Evidence & interpretation



Disciplinary Knowledge:

Historical Sources

- Use artefacts to ask questions about the past (who, what, why, where, when).
- Know what artefacts in the past may have been used for.
- Use a wide range of information to answer questions about the past.

Historical Enquiry

- Use various tools to research such as books and the internet to find information about the past.
- Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation.
- Understand the difference between primary and secondary sources.

Sequence of Learning

Step
1

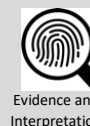
Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).
- Retrieval of previous learning

Step
2

Chronological Knowledge

- Use of outdoor timeline
- **Know how to put 5 events / objects in the correct order they happened / were made.**
- Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago
- Use the words past and presently to discuss accurately.
- Sequence key dates within Rosa Park's life.
- Place events/ periods/ people in chronological order from furthest in the past to the most recent.
- Know that the scale on the timeline shows when things happened and how long they lasted.



Evidence and
Interpretation

See 'Progression In Chronology'

- Practise Sequencing
- Introduce Scale
- Introduce Interval
- Introduce Duration

Sequence of Learning

Step
3

What does discrimination and democracy mean?

- Know discrimination means treating some people differently from others.
- Know democracy means allowing citizens to make their own decisions for their own personal lives.



Step
4

Who was Rosa Parks?

- Know Rosa Parks risked her life to improve the lives of African Americans.
- Know that Rosa Parks believed it was wrong that people like her did not have the same rights as white Americans. Life for African Americans was very different when Rosa was growing up. In the Southern United States, they were not allowed to go to the same schools or restaurants as white people. This was called segregation - separating groups of people according to their race, gender or religion.



Step
5

Why was what Rosa Parks did so brave?

- In the face of such racism, Rosa decided to make a stand for what was right. Together with her husband Raymond, she joined the National Association for the Advancement of Coloured People (NAACP), working towards putting an end to discrimination and segregation.
- But it was on the 1 December 1955 that Rosa truly sparked change. After a long day at work, Rosa boarded the bus home and took a seat. At that time in Montgomery, seats at the front of buses were reserved for white passengers, and the seats at the back for black passengers.
- The bus quickly filled up and when a white man boarded, the driver told the African American passengers to give up their seats for him. Whilst the other black passengers obeyed, Rosa did not. The result? Rosa was arrested by the police and fined for breaking segregation laws! But Rosa refused to pay, and argued that it was the law that was wrong, not her behaviour.



Sequence of Learning

Step 6

What is a suffragette?

- The Suffragettes were a women's suffrage movement in Britain, aiming to achieve 'Votes For Women', or to enable women to vote.
- The word 'suffrage' means having the right to vote in political elections. The Suffragettes campaigned for women to have this right.
- They changed history –
- Know that children and women have rights today and how these rights have changed from the past.



Step 7

Who was Emily Davison?

- Emily Davison was born in 1872 in London, England.
- Know that she wanted to improve the lives of women and fought so that they would be treated the same as men. She often broke the law and put her life in danger for what she believed in.
- Know life for women during Davison's lifetime was very different from today. Men had more rights than women, including the right to vote in elections. (Rights are the things that everyone is entitled to do or have. e.g. the right to be safe, the right to a good education.)
- Know that Emily Davison and other suffragettes thought this was wrong. A suffragette was a woman who was involved in the campaign for women to have the right to vote. A campaign is a planned



Sequence of Learning

Step 8

Why is Emily Davison still remembered today?

- Emily Davison became a suffragette. Many suffragettes believed in breaking the law to win more rights for women.
- Know that Davison even used violence and many suffragettes disagreed with her extreme ideas.
- Some suffragettes set fire to the houses of important people in government and even planted bombs.
- In 1911, Emily Davison hid inside the Houses of Parliament. Women could not become Members of Parliament (someone who is elected to sit in parliament and helps to make laws) until 1918.
- **From 1918, women over 30 began to be able to vote.**
- In 1928, women had the same voting rights as men. Suffragettes risked being arrested to draw attention to their beliefs. Davison was sent to prison several times because of her protests, along with other suffragettes. Many people did not agree with the way that the Suffragettes used violence to change the law. The Suffragettes helped to make society more equal for women.
- **Understand other inspirational people have had a huge impact on society today.**



Change and
Continuity

Step 9

Assessment

- End of Unit Outcome - To explain how these significant people have had an impact on our society today.
- LBO Question Set



Significance

Year Three – Spring 1

Samuel Crompton – Local Study

The Big Idea:

Bolton has a famous place in the history of the Industrial Revolution. The spinning and weaving of cotton was a vital element in Bolton's wealth in the past. Samuel Crompton's invention revolutionised the industry.

Aims of the unit:

1. Recognise that Bolton has a famous place in the history of the Industrial Revolution.
2. Understand that the spinning and weaving of cotton was a vital element in Bolton's wealth in the past. Samuel Crompton's invention revolutionised the industry.

Prior Knowledge Requirements:

- Know what Industrial Revolution is (Year 2 - Victorians).
- Understand how our knowledge of the past is constructed from a range of sources.
- Know that we live in Bolton and Samuel Crompton also lived here.

National Curriculum objectives:

- Samuel Crompton – a local history study of the importance of Bolton during the Industrial Revolution and the importance of Samuel Crompton's invention of the Spinning Mule.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Context for Study:

This unit is our local study into the history of Bolton and its links with the Industrial revolution. This unit builds on the knowledge the children already have on the Industrial Revolution from their Victorians topic (Year 2). Children will expand on their knowledge of the Industrial Revolution focusing on the role of Bolton and Manchester looking at Samuel Crompton's inventions (trip to Hall I' th' Wood) and Richard Arkwright inventions.

Children will use the knowledge learnt in this unit to build on their understanding of Industrialisation from Famous People (Year 1) and Victorians (year 2); technology from Toys (Year 1), Victorians (Year 2) and Stone Age (year 3) and will continue developing this in Romans (Year 4) and Ancient Greek (Year 3). This unit will also support them in having a better understanding of developments in legacy in Ancient Egypt (Year 3), Romans (Year 4) and WW2 (Year 6).

Vocabulary:

Mill town: a settlement that developed around one or more mills or factories, usually cotton mills or factories producing textiles.

Boomtown: a community that undergoes sudden and rapid population and economic growth, or that is started from scratch.

Luddite: early 19th century English workmen destroying labour-saving machinery as a protest; now used to refer to someone who is opposed to change, especially technological.

Industrial Revolution: The development of new machinery and technology in the nineteenth century, which caused major changes in the way of life of the people in Britain.

Cotton mill: a building housing spinning or weaving machinery for the production of yarn or cloth from cotton.

Ancestor: Your ancestors are the people from whom you are descended – family from long ago.

Mule: A type of spinning machine, used to make raw cotton into threads.

Substantive Concepts:

Exploration & invention -
(discovery, progress, tools)

Community & culture –
inspiration



Disciplinary Concepts:

Significance – Why did
Samuel Crompton have such
an impact on Bolton?

Cause and Consequence -
Know cause of event and
consequence.

Evidence & interpretation



Disciplinary Knowledge:

Historical Sources

- Use a range of sources to find out about a period in history.
- Suggest sources of evidence, from a selection provided, to help answer questions to present findings.
- Select and record information relevant to the study.

Historical Enquiry

- Identify how artefacts can be used to tell us about periods of History.
- Distinguish between different sources representing the same period of time.
- Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.

Sequence of Learning

Step
1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).
- Retrieval of previous learning

Step
2

Chronological Knowledge

- Use of outdoor timeline
- **Know how to locate key events/periods studied on a timeline**
- Sequence events during the Industrial Revolution period in chronological order.
- Place own life, parents life, Rosa Parks life and Victorian Period, Industrial Revolution and Samuel Crompton on a timeline.
- To place episodes on a timeline and depict the data accurately.



Evidence and
Interpretation

See 'Progression In Chronology'

- Practise Sequencing
- Practise Scale
- Practise Interval
- Practise Duration
- Introduce
Concurrence and
Interaction
- Introduce Overview
and Depth

Sequence of Learning

Step 3

What was the Industrial Revolution?

- The Industrial Revolution is the name for a time of great change in industry, technology and science:

Energy:

- Instead of people or animals, some industries began using water and wind as sources of energy.
- People started using coal for fuel instead of wood or peat. Coal gave out more heat and allowed better quality iron and steel to be made.
- Coal was also used to heat water to make steam for the newly invented steam engine. Oil and natural gas were used for heating and lighting.

Technology:

- New machines were invented that could work much faster and on a bigger scale than human hands.
- The spinning jenny and power loom allowed the textile industries to grow.
- The steam engine could provide more energy for large factories.
- The steam locomotive and railways meant that travel was quicker and people, raw materials and goods could be transported more easily.

Work:

- Before the Industrial Revolution craftspeople made things in their own homes or in small workshops.
- The new factory system meant people had to go to a place of work where they would work for a shift.
- Instead of making something from end-to-end, factory workers would each work specific machines that carried out different stages of a manufacturing process.

Transport:

- Factories and industries needed more raw materials and made more products. These all needed to be transported.
- Horse-drawn transport was not fast enough and could not cope with the amount of freight that needed to be moved.
- Canals were introduced to deal with this issue. Canal boats could move large volumes of goods.
- Roads were improved, especially with the introduction of macadamised road surfaces that were stronger and smoother.
- Later, the invention of the steam train and railway made travel and transport much quicker, more reliable and better able to carry heavy loads.



Change and
Continuity



Exploration and
Invention



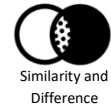
Community and
Culture

Sequence of Learning

Step 4

How has life changed since the Industrial Revolution?

- Know the Industrial Revolution is a controversial event in history because it involved so many negative aspects, such as: child labor, poor living conditions and poor working conditions.
- However, it's important to note that several positive elements also emerged from the time period of industrialization.
- **The main positive factor of the Industrial Revolution was that it led to the improved quality of life for people today.** This improvement can be seen in our modern access to many different types of goods. A main feature of the Industrial Revolution was that it introduced the factory



Similarity and
Difference



Community and
Culture

Step 5

Who was Samuel Crompton?

- Know Samuel Crompton was a British inventor during the Industrial Revolution. His invention called the spinning mule changed the cotton industry. The spinning mule improved upon two things: the speed of yarn production and the quality of the yarn.
- Crompton was born on December 3, 1753, near Bolton, Lancashire, England. He was educated in mathematics but worked with textiles from a young age. He began spinning cotton but rose to the position of weaver when he was 11 years old.
- Crompton spun cotton using a machine called a spinning jenny. The spinning jenny spun yarn much faster than the spinning wheel. However, the yarn the spinning jenny produced was too coarse and rough for fine cloth. Crompton wanted to invent a machine that could produce better yarn.
- Know that Crompton completed his spinning mule in 1779. His invention produced a finer, smoother, and more elastic yarn. With the spinning mule, one person could work more than 1,000 spindles at the same time. He called it the spinning mule because it was a cross between two different spinning machines. (A mule is a cross between a donkey and a horse.)
- By 1812 there were about 4.6 million mule spindles being used in textile mills around England. Crompton, however, received very little money for his invention. He remained poor his entire life. Crompton died in Bolton on June 26, 1827.



Exploration and
Invention



Evidence and
Interpretation

Sequence of Learning

Step
6

Why is Hall I' th' Wood significant?

- Know Hall i' th' Wood is the house in Bolton where Crompton invented the spinning mule. The hall was built in the early 1500s during the Tudor period. The building was eventually split into housing units for several families. It was in one of these units that Samuel Crompton designed and built the spinning mule. In 1902 the house and grounds were opened to the public as a museum.



Step
7

Why is he remembered today in Bolton?

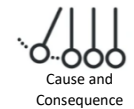
- Know that Bolton has a famous place in the history of the Industrial Revolution.
- Know Samuel Crompton's life story took on a local cultural importance that lasted until the end of the cotton industry in the town a century or more later.
- Understand that the spinning and weaving of cotton was a vital element in Bolton's wealth in the past.



Step
8

Assessment

- End of Unit Outcome - What part did Bolton play in the Industrial Revolution?
- LBQ Question Set



Year Four – Summer 1

Ancient Greece

The Big Idea:

The Ancient Greeks were a civilization who dominated the Mediterranean thousands of years ago. Government, philosophy, science, mathematics, art, literature and sports were impacted by the Ancient Greeks.

Aims of the unit:

1. Understand that the Ancient Greeks were a civilization who dominated the Mediterranean thousands of years ago.
2. Understand that government, philosophy, science, mathematics, art, literature and sports were impacted by the Ancient Greeks.

Prior Knowledge Requirements:

- Understand how we know about history.
- Understand how civilisations survived and evolved (Year 3- Stone Age).

National Curriculum objectives:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information
- They should understand how our knowledge of the past is constructed from a range of sources.

Context for Study:

This unit has many concepts and vocabulary links to periods of time studied throughout the curriculum. The term 'archaeologists', 'historians' and 'excavate' are used throughout Ancient Egypt (Year 3) and WW2 (Year 6). During the topic the children will be taught about systems of 'government' and 'democracy'. This unit looks at the goddess Athena which contributes to the impact women have had throughout history. These aspects could also be linked to 'Inspirational People - Rosa Parks' (Year 2) and the role of women in World War 2 (Year 6).

Children will use the knowledge learnt in this unit to build on their understanding of technology (Year 1), Victorians (Year 2) and Stone Age (year 3) and will continue developing this understanding in Samuel Crompton (Year 3), and Romans (Year 4). This unit will also support them in having a better understanding of developments in democracy, empire and legacy in Ancient Egypt (Year 3), Romans (Year 4) and WW2 (Year 6).

Vocabulary:

Philosophy: Philosophy is a way of thinking about the world, the universe, and society.

Athens: The birth place of democracy and the heart of the Ancient Greek civilization.

Spartans: The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.

democracy: Democracy means allowing citizens to make their own decisions for their own personal lives

Olympics: The ancient Olympic Games were originally a festival, or celebration of and for Zeus

truce: Is when two fighting sides declare peace or a break in the war.

Zeus: The supreme god of the Olympians, **Zeus** was the father of Perseus and Heracles.

Apollo: Apollo is the god of music, truth and prophecy.

Sacred truce: A special truce called whilst the Olympics were taking place.

temple: A building devoted to the worship of a god or gods.

Substantive Concepts:

Community & culture - architecture, art, civilisation, economy, inspiration, myth

Hierarchy & power - democracy, empire, equality, government



Disciplinary Concepts:

Similarity & difference – How are the Ancient Greeks similar and different to us today?

Evidence & interpretation



Disciplinary Knowledge:

Historical Sources

- Use a range of sources to find out about a period in history.
- Suggest sources of evidence, from a selection provided, to help answer questions to present findings.
- Select and record information relevant to the study.

Historical Enquiry

- Identify how artefacts can be used to tell us about periods of History.
- Distinguish between different sources representing the same period of time.
- Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.
- Recognise connections, contrasts and trends over time.

Sequence of Learning

Step
1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).
- Retrieval of previous learning

Step
2

Chronological Knowledge

- Use of outdoor timeline
- Describe events from the past using dates when things happened.
- **Know the meaning of: AD, BC, century, millennium**
- Place Ancient Greek period on a timeline.
- To discuss timeline of events within the Ancient Greece period.
- To understand the time period has a study of world history.
- To place episodes on a timeline and depict the data accurately.



Evidence and
Interpretation

See 'Progression In Chronology'

- Practise Sequencing
- Practise Scale
- Practise Interval
- Practise Duration
- Introduce Concurrence and Interaction
- Introduce Overview and Depth

Sequence of Learning

Step 3

What was Ancient Greece like and how do we know about it?

- The Ancient Greek period being studied is from 3000 BC to 146 BC.
- Know that BC means 'Before Christ' and know that anno Domini (AD) means 'in the year of our lord' in Latin. Know that AD and BC are also increasingly known as CE (Common Era) and BCE (before the Common Era).
- Know that Ancient Greece was one of the greatest human civilisations and its achievements are still influential today. Greece is studied today by historians and archaeologists who visit old cities to excavate and explore the remaining ruins.
- Items found in those places tell us a lot about the Greeks. Know that over 2400 years ago a Greek writer called Herodotus collected and reported eye-witness accounts of battles and past events. This marks him as the world's first historian.



Evidence and Interpretation



Community and Culture

Step 4

Who were the Ancient Greeks?

- Greek civilisation started around 3000 BC. Between 1200 BC and 800 BC very little is known and this is called the Dark Age for this reason.
- The language from that time has been lost and there was very little art produced to show what life was like.
- From 800 BC onwards Ancient Greece became an impressive civilisation. Civilisation means 'a human society with its own social organization and culture'.
- As the Dark Age came to an end city states developed all over Greece and became rich and powerful. City states were areas of land in Ancient Greece made up of a main city and the surrounding countryside. Each city state was separate from the others and had its own way of life, but they all shared the same language and beliefs. **Most city states were near the coast so they could use the sea for food and trade.** The main city states included Sparta and Athens.



Community and Culture



Hierarchy and Power

Sequence of Learning

Step 5

Why were the Athenians and Spartans at war?

- In 479 BC, the two most powerful city-states Athens and Sparta teamed up to defeat the Persians but their friendship didn't last long. Less than 50 years later, they were at war. At the start of the 5th century BC, Athens only ruled a small region of Greece. However, after leading the Greek states to victory against Persia in 479 BC the Athenians took control of a large group of city states.
- This made Athens the most powerful city in Ancient Greece. Pericles, an Athenian military leader and politician, was key to the city's success in the 5th century BC. He also built lots of new temples in Athens, including the Parthenon which stands on a hill above Athens today.
- Athens developed a new system of government called democracy. Under the system, ordinary citizens were able to vote on military decisions and changes to the law. All male citizens were expected to attend the assembly, a meeting where they voted by putting their hands up. Women, foreigners and slaves were banned from attending the assembly so they didn't get a vote. Compare with current systems of democracy and consider if this was a fair way to run the state.



Conflict and
Disaster

Step 6

What religion did the Greeks follow?

- Know that the ancient Greeks believed in many gods, including Zeus (king of the gods), Athena (goddess of reason, wisdom and war, after whom the city of Athens was named), Hades (god of the dead and the underworld) and Poseidon (god of the sea).
- Know that belief in many gods is called polytheism.
- Gods were believed to be immortal and have supernatural powers but they also fell in love, had children, fought and argued like humans. Gods were said to live on Mount Olympus.



Community and
Culture

Sequence of Learning

Step 7

What was life like for Greek women?

- Greek women were expected to avoid public places so they spent much of their time at home. Many wealthy Greek households had separate areas for men and women. Women would manage daily household tasks like weaving and looking after children.
- Only boys went to school in Athens - girls were educated at home. Boys could only go to school if their parents could afford it. They started school at the age of seven and were taught to read, write and count. They also did physical education and music. Girls had a better education in Sparta than elsewhere in Greece. They were encouraged to exercise and stay healthy - they could practise racing, wrestling and horse-riding. The Spartans believed this would help their women produce stronger babies who would grow up to be taught soldiers.
- Girls in Ancient Athens were often married by their early teens, usually to an older man who might be more than twice their age. Married women managed the household and brought up children. Athenian women couldn't vote, own land or inherit property. They couldn't have jobs and were often expected to avoid public areas.
- Becoming a priestess was one of the only ways a Greek woman could get into a position of power. In fact, the high priestess of the goddess Athena was the most important religious figure in Athens.



Step 8

What have the Greeks got to do with the Olympics?

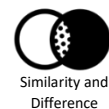
- Know the ancient Olympic Games were primarily a part of a religious festival in honour of Zeus, the father of the Greek gods and goddesses.



Step 9

Assessment

- End of Unit Outcome - What things today were impacted by the Ancient Greeks?
- LBQ Question Set



The Anglo-Saxons

The Big Idea:

The Anglo-Saxons also brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity. The Anglo-Saxon period lasted for 600 years, from 410 to 1066, and in that time Britain's political landscape underwent many changes.

Aims of the unit:

1. Recognise that the Anglo-Saxons brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity.
2. Understand that the Anglo-Saxon period lasted for 600 years, from 410 to 1066, and in that time Britain's political landscape underwent many changes.

Prior Knowledge Requirements:

- Know that the Anglo-Saxons came after the Roman invasion (Year 4 - Romans).
- Know that the Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat (Year 4 - Romans).

National Curriculum objectives:

- Britain's settlement by Anglo-Saxons and Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Context for Study:

This unit looks into the changes in British History after the Roman invasion. The Anglo Saxons topic is a direct link to Romans (Year 4). The Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat. They, along with the Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate. Eventually settling in different parts of the country. The unit explores how the Anglo Saxons eventually settled into smaller Kingdoms, each ruled by a different leader. This knowledge is an important basis when understanding the follow-on unit, Vikings (Year 6) as the Viking and Anglo Saxon leaders fought for power over these parts. (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria). The unit also teaches the children about Anglo Saxon settlements and way of life. The building of houses with thatched roofs and farming is taught (link to 'Mayans' Year 5) as they also built houses with thatched roofs). Towards the end of the topic, children are taught about the importance of religion and the Viking attack on the Lindisfarne Monastery. This can also be linked back again to the Romans (Year 4) as the Anglo Saxons were Christians due to Roman influence and the Lindisfarne Gospels were written in Latin by monks. This ends the unit and leads into the 'The Vikings'.

Children will use the knowledge learnt in this unit to build on their understanding of democracy from Famous People (Year 1), Victorians (year 2), Greeks (Year 3) and Ancient Egypt (Year 4).

Vocabulary:

archaeologist: People who work out our history by looking at artefacts that have been found.

Anglo-Saxon kingdoms: During their time in Britain the Anglo-Saxons formed many kingdoms.

shires: Saxon lands were divided into shires, which helped to make up the counties we have today

Shire reeve: The peace officer of a shire, later known as 'sheriff'.

thane: An important Anglo-Saxon person.

legacy: Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.

Wessex: Known today as Dorset, Hampshire, Somerset and Wiltshire.

Witan or witenagemot: A council that helped the Saxon king rule.

wergild: A fine imposed for stealing or killing.

Substantive Concepts:

Conflict & disaster – war, conquest

Community & culture – civilisation, settlement, trade



Disciplinary Concepts:

Change & continuity – Understand that the Anglo-Saxons are one of the main reasons Christianity is the main religion of England.

Similarity & difference

Evidence & interpretation



Disciplinary Knowledge:

Historical Sources

- Confidently use the library and the internet for research.
- Give clear reasons why there may be different accounts of history.
- Select reliable sources of information to answer questions.
- Understand that some evidence is opinion or misinformation and this affects interpretations of history.

Historical Enquiry

- Use a range of different sources to piece together understanding about key events or periods of time in history.
- Be able to use historical sources to find similarities and differences between two or more periods studied.

Sequence of Learning

Step
1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).
- Retrieval of previous learning

Step
2

Chronological Knowledge

- Use of outdoor timeline
- Place Saxons on a timeline alongside - Stone Age and Romans.
- **Draw a timeline to show an understanding of the Anglo-Saxon history.**
- Draw a timeline to detail key events of the life of Alfred the Great.
- Recognise historical events from Anglo-Saxon period (410-1066 AD). Including invasions, Viking invasions, and Christian conversion.



Evidence and Interpretation

See 'Progression In Chronology'

- Independent Sequencing
- Independent Scale
- Independent Interval
- Independent Duration
- Independent Concurrence and Interaction
- Practise Overview and Depth

Sequence of Learning

Step 3

Why and when did the Anglo-Saxons invade?

- Around the year 410, the last Roman soldiers left Britain. They had not trained the British to defend themselves therefore Britain no longer had a strong army to defend it from the invaders.
- Know there were many battles between Anglo-Saxons and Britons and the Anglo-Saxons succeeded.
- **More and more Anglo-Saxons arrived to take land for themselves. It is for this reason that the time of the Anglo-Saxons is usually thought of as beginning about AD 450.**



Step 4

Where did they come from?

- **The Anglo-Saxons were made up of three groups of people from Germany, Denmark and The Netherlands. The groups were named the Angles, the Saxons, and the Jutes.**
- The Angles and the Saxon tribes were the largest of the three attacking tribes and so we often know them as Anglo-Saxons. They all shared the same language but were each ruled by different strong warriors.
- The Jutes settled mainly in Kent. However, they did not call themselves 'the Jutes', they called themselves 'the Kentings' because they lived in Kent.
- The Angles settled in East Anglia.
- The Saxons settled in areas of Essex (East Saxons), Sussex (South Saxons), Middlesex (Middle Saxons), and Wessex (West Saxons).



Sequence of Learning

Step 5

Who were the Anglo-Saxons?

- Anglo-Saxons built their own settlements with each village having a chief who protected the villagers.
- Saxons grew their own food and farmed animals to eat. Houses were simple - built of wood and had thatched roofs made of straw. The walls were plastered with a mixture of mud, animal dung, and hair and chopped up straw. Most houses only had one room and sometimes the animals would share this room during Winter. Kings had large impressive halls to entertain guests in. Settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning.
- Houses were heated with an open fire.
- Toilets were a pit dug in the ground.
- Food was often bread and a type of vegetable soup called pottage made with peas and beans, leeks, onions and turnips.
- Farm animals provided meat, milk and eggs.
- There were no medicines and lots of illness - many people died at a young age.
- **Anglos Saxons worked hard farming the land and did not have a comfortable life.**
- Anglo-Saxons wrote poems and stories for entertainment - these can tell us about life in this time. Beowulf (pronunciation: bay-uh-wulf) is a famous poem/story from this time.



Step 6

How did they split England when they invaded?

- By about AD 550, Britain had been broken up into many small kingdoms each ruled by a different leader.
- The name England is derived from 'Angle Land' meaning land of the Angles.
- By AD 660 the Anglo-Saxons controlled most of Britain.
- Mercia was the most powerful kingdom during the Anglo-Saxon period. Offa was the king of Mercia from AD757 to AD 796. He was a great warrior.
- Some towns and villages have old Anglo-Saxon words in their names for example -ton and -ham both mean 'village' e.g. Luton, Taunton, Birmingham etc.



Sequence of Learning

Step 7

What religion did the Anglo-Saxons follow?

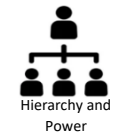
- To begin with, Anglo Saxons followed Pagan religions. Pagan religions often worship many gods and goddesses and nature plays a big part.
- In AD 596, the Roman Christian church sent missionaries to convert the Anglo-Saxons to Christianity.
- The missionaries were lead by a monk called Augustine.
-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



Step 8

Who was Alfred the Great?

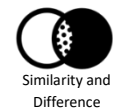
- In 871 AD, Alfred became king of Wessex and made peace with the Vikings. Alfred managed to pay off the Vikings and keep the peace for five years but in 876 AD a new leader of the Danish Vikings called Guthrum attacked Wessex.
- Alfred fought against Guthrum's armies for two years but in 878 AD. A great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



Step 9

Assessment

- End of Unit Outcome - What things today were impacted by the Ancient Greeks?
- LBQ Question Set



World War II

The Big Idea:

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

Aims of the unit:

1. Recognise many different events were caused by the beginning of World War 2 and this piece of British history has shaped the way we live here in Britain today including British Values and British Culture.
2. World War 2 is significant because the world changed as a result of the war.

Prior Knowledge Requirements:

- When discussing Winston Churchill, children will have prior knowledge of where the British Parliament is and how a Prime Minister is elected (Year 1 – Queen).
- Children will be familiar with what a primary and secondary source.
- How discrimination, segregation and boycotting can affect people's lives due to their race or beliefs (Year 2 - Rosa Parks).

National Curriculum objectives:

- A significant turning point in British history, for example, the first railways or the Battle of Britain.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Context for Study:

This is the last history unit in Year 6. The unit covers and revises many different terms and concepts the children will have been taught throughout the History Curriculum so far. When discussing Winston Churchill, children will have prior knowledge of where the British Parliament is and how a Prime Minister is elected (Year 2, United Kingdom Guy Fawkes and Parliament taught through English). Children will look at a range of primary and secondary sources throughout the topic such as: images of Anderson Shelters, ration books, diary entries (Anne Frank) and propaganda posters. The children will be familiar with what a primary and secondary source is from previous units.

Part of the unit will look into racial discrimination and the Holocaust. This is a direct link to previous studies on how discrimination, segregation and boycotting can affect people's lives due to their race or beliefs. (Seen in Year 2, Inspirational People, Rosa Parks and Year 5 English unit) and the persecution of black people due to prejudice. This time, concentrating on anti-Semitism and the treatment of minorities under Nazi rule. Another link to previous topics is when looking at the role of 'Women at War.' Women had the right to vote (Link to Year 2, Inspirational People) however, their roles were still mainly in the household. World War 2 changed expectations and aspirations for women as many enjoyed their newfound independence and felt valued in their roles in the war effort. Many did not want to go back to how things were before the war and it was another factor in the changing role of women in Britain.

Vocabulary:

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

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

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

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

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

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

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

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

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

Substantive Concepts:

Conflict & disaster – war, conquest

Hierarchy & power - country, democracy, government



Disciplinary Concepts:

Significance – how has WW2 helped shape the way we live today?

Similarity & difference

Evidence & interpretation



Disciplinary Knowledge:

Historical Sources

- Bring knowledge gathering from several sources together in a fluent account.
- Select the most appropriate sources of evidence.
- Understand that some evidence is propaganda and this affects interpretation of history.

Historical Enquiry

- Compare accounts of events from different perspectives and question authenticity based on the origin of the source.
- Be able to use historical sources to find similarities and differences between two or more periods studied

Sequence of Learning

Step
1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).
- Retrieval of previous learning

Step
2

Chronological Knowledge

- Use of outdoor timeline
- Create own timelines to place events, periods and cultural movements from around the world including periods studied in earlier year.
- **Order significant events, movements and dates from WW2 on a timeline.**
- Describe main changes in a period in history. Show an understanding and be able to link some historical events that occurred concurrently in different locations.
- Understand that periods of time might overlap and last for different length of time.
- Know the relationship between date and century (dates starting from 100AD are 2nd century)



Evidence and
Interpretation

See 'Progression In Chronology'

- Independent Sequencing
- Independent Scale
- Independent Interval
- Independent Duration
- Independent Concurrence and Interaction
- Practise Overview and Depth

Sequence of Learning

Step 3

Why did WW2 happen?

- Know that WW1 was fought from 1914 - 1918.
- Know that WW1 started because countries were trying to expand their empires.
- **WW1 was not the "war to end all wars"** as the second World War (Often referred to as World War 2) occurred 21 years later and was the deadliest WW2 was different to previous wars as it was the first time that civilians at home were directly involved in the war.



Step 4

Who were the Allies and the Axis?

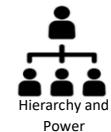
- Know that the WW2 was fought between 1939 – 1945. The majority of the world's countries became involved in the conflict forming two military alliances: 1. The Allies included Britain, France, USA, Russia 2. The Axis included Germany , Italy and Japan



Step 5

Who were Hitler and Churchill and why were they so important?

- Know that Hitler became the leader of the Nazi Party in 1921.
- Know that Hitler claimed he could make Germany a more powerful and wealthy country - the people of Germany were very interested in this as they were struggling to survive.
- Know that in 1933 the Nazi party came to power in Germany. Hitler became chancellor (equivalent to our Prime Minister)
- Know that the Nazi Party was led by Adolf Hitler.
- **Know that Winston Churchill was the Prime Minister of England during WW2.**
- Know that he remains the most famous Prime Minister of England.
- He was a great public speaker and saw Britain through WW2.



Sequence of Learning

Step 6

What was propaganda?

- Know that propaganda is a way of spreading ideas and influencing people.
- Know that propaganda played an important part for both the Axis and the Allies as it was used to inform the public and raise morale. Know that in the UK posters, radio messages and cinema adverts were all used to spread propaganda messages.
- Know that propaganda posters were used to encourage citizens to act safely and support the war effort



Step 7

What were rations?

- Before the WW2 started, Britain imported about 55 million tons of food a year from other countries.
- After war was declared in September 1939, the British government had to cut down on the amount of food it brought in from abroad as German submarines started attacking British supply ships. There was a worry that this would lead to shortages of food supplies in the shops so the British government decided to introduce a system of rationing.
- **Rationing made sure that people got an equal amount of food every week.** Ration books and coupons were used to record what each family were allowed to buy from shops. Know food and goods began to be rationed as supply ships were attacked coming in to the country.



Step 8

What was the Blitz?

- Know that the term 'blitz' is derived from German word 'Blitzkrieg' meaning 'Lightning War' (Blitz = lightning and Krieg = war).
- It lasted from September 1940 to May 1941. Know that bomber planes attacked at night.
- Know that Air Raid Sirens were used to warn people of the raids (recognise the air raid siren and all clear siren).
- Know that the planes aimed for cities, ports and factories. Know that thousands of people were killed.
- Know that children were taught drills on how to get out and get to safety in case of an air raid



Sequence of Learning

Step 9

What was the Holocaust?

- Know that the Axis forces targeted Jewish communities. Jewish people were discriminated against in a number of ways. This was known as anti-Semitism –
 - Jewish shop owners had to display a yellow star to identify themselves as Jewish.
 - Doctors, teachers, lawyers and University professors were forced out their jobs
 - Propaganda documents were published by the Germans, which described the Jews as dangerous.
 - Boycott of Jewish businesses
 - 'Jews not wanted here' signs put up at swimming pools
 - Jews were not allowed to marry Germans or vote in elections Jewish children were forbidden from attending school
 - Homes and synagogues attacked
 - Jews were forced to wear the yellow Star of David
 - Violence increased and many Jews were attacked or killed
 - Know that due to the government's anti-semitic rules, violence increased and many Jews were attacked or killed.
- Know that this attack occurred on 9 Nov 1938 – 10 Nov 1938 and Jewish businesses, synagogues and homes were attacked and destroyed.
- Know that many families feared persecution and sent children to safety - called refugees. Know that some of these refugees fled to Britain.

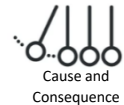


Sequence of Learning

Step 10

What was the Battle of Britain?

- Know that the Battle of Britain was a battle fought in WW2.
- Know it has been described as the first major military campaign fought entirely by air forces.
- Know that the Battle of Britain began after Dunkirk, where Germany had won the battle and taken over France.
- Know that Germany's next step was to take control of Britain, as it was the last line of defence and if Germany took control of Britain, they would have won WW2.
- Know that the Royal Air Force (RAF) defended the UK against attacks by Nazi Germany's air force (Luftwaffe).
- Know that the primary objective of the German forces was to cut British supplies and force Britain to surrender.
- Know that the Battle of Britain lasted from 10 July until 31 October 1940.
- Know that the Luftwaffe initially targeted coastal towns and ports, to stop supplies reaching the UK.
- Know that due to ports being attacked, more rationing of food was needed.



Step 11

Assessment

- End of Unit Outcome - How has WW2 helped shape the way we live today?
- LBQ Question Set

