

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.

Chronology

What is Chronology?

"Chronology is a key organising tool for developing pupils' understanding of history and as a 'concept' within the history curriculum." (Phillips, 2008). It's important to distinguish between an understanding of the concept and a timeline as the way we present this concept.

Chronology is given a central role in the current National Curriculum. This came after Ofsted's 2011 report, *History for All*: "Although pupils in primary schools generally had good knowledge of particular topics and episodes in history, their chronological understanding and their ability to make links across the knowledge they had gained were weaker."

The influence of this can be seen throughout our curriculum here at Masfield as we teach our History units in chronological order to support the children in their understanding of how events and civilisations are placed within history.

History is a narrative-led subject and there is distinct crossover between narratives encountered in English and History through the use of language and the function of timelines and Story Mountains as organisational tools. Retaining this narrative link is key.

Timelines are the way in which we present the narratives. They are a form of visual organiser that helps to highlight the linear nature of time and are useful initially teaching chronology but then as a way to add depth to certain episodes along the narrative arcs that the children encounter. An additional role is on supporting children's understanding of both the differences but also connections between British history and that of the wider world.

Points to consider for the curriculum:

- 1) Chronology is an important concept in expressing the narrative arcs the children will encounter within individual units but across the curriculum as a whole.
- 2) It functions as an organisational tool in order for the concept to be understood effectively. So, are your timelines expressing the narratives in a way which is both simple but detailed enough to do this accurately?

Chronology and the National Curriculum

Influences on the Curriculum Model: In *History for all*, Ofsted wrote: "as a result of the National Curriculum Review, pupils in primary schools experience history as a coherent subject which develops their knowledge, thinking and understanding, especially their chronological understanding." This alongside the knowledge-rich curriculum model means chronology has a clear role in supporting children to know more and remember more. The National Curriculum and EYFS Framework have chronology embedded throughout it.

Aims:

1. Places the central importance of children seeing their study of British history as a "coherent, chronological narrative, from the earliest times to the present day".

2. The important role of children placing knowledge into different contexts which including those “between short- and long-term timescales”.

Subject Content:

The subject content is broken into three sections: Chronology, Disciplinary and Substantive.

Key Stage 1:

In Key Stage 1, children build on their understanding of the past by focusing on a more detailed picture of ‘the past’. This includes the use of common words and phrases relating to the passing of time (fronted adverbials in English) and the concept of a chronological framework where their learning sits on a timeline to show when these periods took place in the wider narrative of time. A core concept that underpins the scales used in KS1 is within and beyond living memory. It forms the backbone of the timelines used and a way in which children can describe the position on the timeline.

Key Stage 2:

In Key Stage 2, chronological understanding retains its central role however, the requirements go so much further than seeing a chronological framework. The emphasis is placed on children having a “chronologically secure knowledge and understanding of British, local and world history...” Therefore, chronology has a truly central role. It also goes further to state that “...establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.”

Concepts:

Chronology is too complex to be taught as a single, universal concept. It can be broken down into a number of small steps in order to support children’s understanding and facilitate success in line with Rosenshine’s principles of instruction.

When these are introduced, its important children are explicitly instructed on what the concept means and then how it will look before they begin practicing with it. Children need repeated exposures to build a fluent understanding of both: what the concept means and how to enact it when they are constructing timelines or talking about what is depicted on one they are given.

Sequencing

The base level of chronological order is understanding what the sequence depicts and then being able to replicate this. The context for this changes in each phase.

Scale

To place episodes on a timeline, and depict the data accurately, it needs a mathematical scale in order for the children to understand when it is a direct related narrative sequence and when it is not. This is also required in order that every concept below functions.

Interval

Once the scale is in place, the varied intervals between events can be studied. This is important on both the overall and internal narrative timelines.

| | |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration | What is studied in history has a hugely varied duration and it is important children can understand this. Therefore, depicting duration accurately ensures the misconception of the direct linear sequence and equivalent timeframes are avoided. This applies to the duration of an event, someone's life or a period of time. |
| Concurrence and Interaction | Chronology is not a singular narrative. There are always many narratives flowing and shaping one another. Concurrence focuses attention on multiple 'episodes' happening at once. Interaction takes this a step further and supports children in understanding those that 'met' and those that did not. |
| Overview and Depth | In Key Stage 2, the children should explicitly taught an overview of the unit in question but also depth studies will be undertaken during some of them. It's important the children develop a sense of period in order for the depth studies have context and features are not applied across the entire period if they don't apply such as the equipment of Roman soldiers or Egyptians building pyramids at Giza. |

Definitions for children:

| | |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sequencing | Placing events/periods/people in chronological order from furthest in the past to the most recent. In EYFS, it would be placing events in the order they happened. |
| Scale | Like in graphs and bar models, we need to show the information accurately. The scale allows us to place people/events/periods accurately on the timeline. It shows when things happened and how long they lasted. |
| Interval | A gap between events/periods reminds us that the history we learn isn't one long list of events that are all linked and happened straight after each other. |
| Duration | What we learn in history happens over different lengths of time. Thinking about the duration is important because it helps to see how long something took or existed for. An event is a point in time but a period/person's life is a longer duration which is why events are an arrow and a duration is a bar. |
| Concurrence and Interaction | History isn't one story. It is all the stories of people and we look at a few of them at school. Sometimes these stories take place at the same time in history across the world so are concurrent. More than this though, some times the stories overlap. The people met each other for different reasons like trade, war etc. Then we would say people interacted with each other. Timelines can be concurrent without interacting. |
| Overview and Depth | An overview is where we get a general sense of the period being studied. It helps to put the events, people and achievements into perspective for that time. It is helpful because it makes we have useful background knowledge. Once we have the overview in our minds, we can look at smaller episodes in greater depth to understand why they were important in shaping life and events at the time. |

Progression in Chronological Skills:

| | EYFS | KS1 | LKS2 | UKS2 |
|-----------------------------|-----------|-----------|-----------|-------------|
| Sequencing | Introduce | Practise | Practise | Independent |
| Scale | Introduce | Introduce | Practise | Independent |
| Interval | | Introduce | Practise | Independent |
| Duration | | Introduce | Practise | Independent |
| Concurrence and Interaction | | | Introduce | Independent |
| Overview and Depth | | | Introduce | Practise |

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

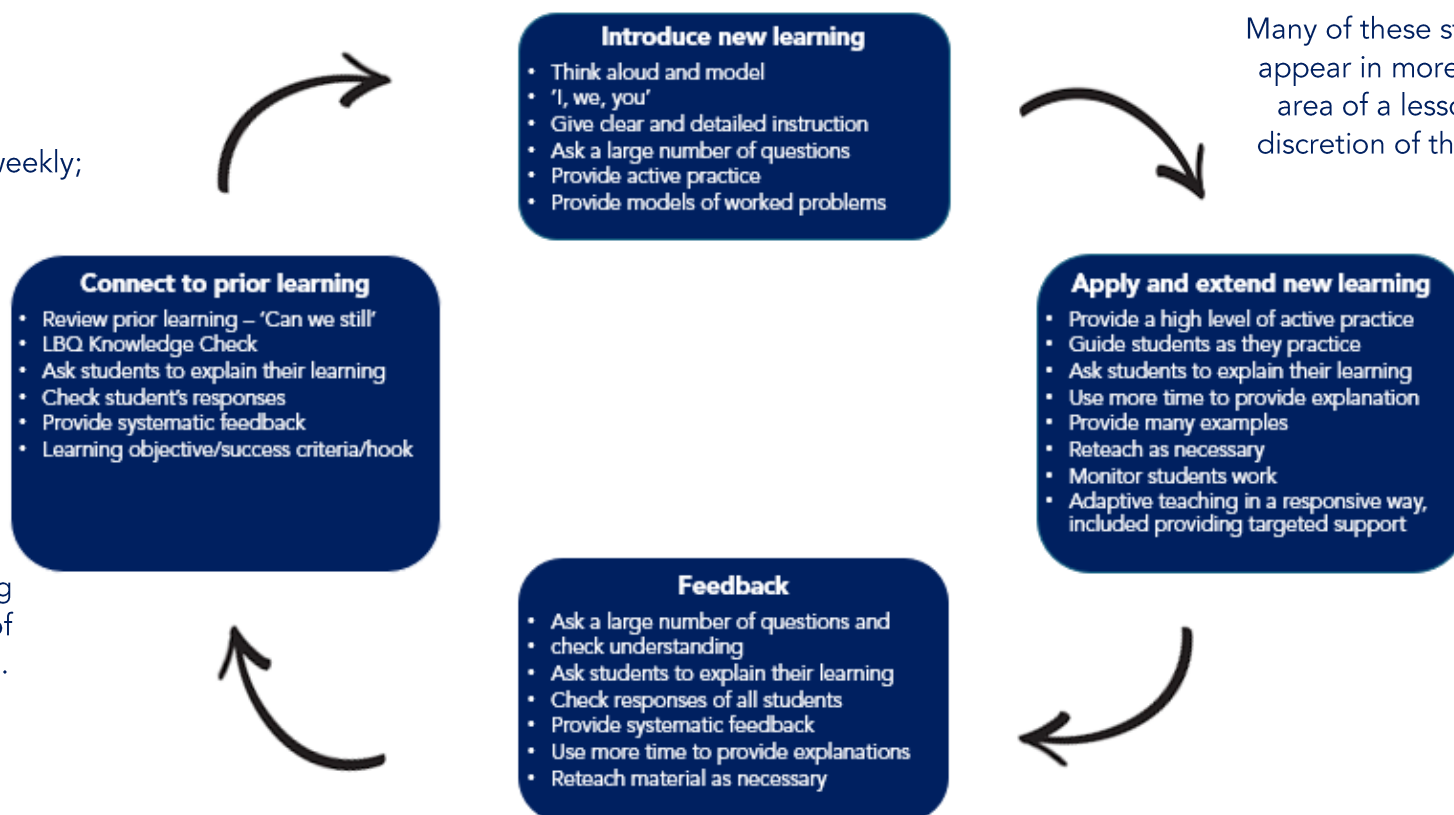


| Teachers | Lessons | Learning Opportunities |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 reading they will do as 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 | ENOUGH CORRECT | Practise, consolidate, move on |
| REFLECT | NOT ENOUGH CORRECT | Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding. |
| RESPOND | | |
| 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

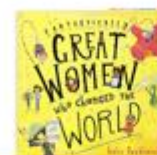
- Question Sets to be completed at the end of learning and during knowledge days.
- Refer to Knowledge Day Overview document for Question Set Record.

History Literature Spine

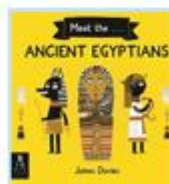
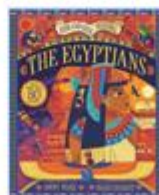
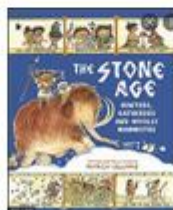
To support the teaching of History here at Masfield, we have developed a collection of books that all children in our school are to experience and enjoy. We aim to immerse our children in a range of texts, specifically chosen by our staff to ensure that children hear the best stories read aloud to them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



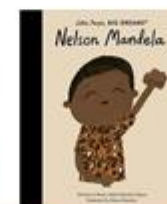
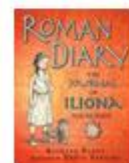
Year One



Year Two



Year Three



Year Four



Year Five



Year Six

Long-term Overview for History

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------|---------------------------------------------------------|----------------------------------|----------------------------------------------------------|---------------------------|--------------------------------------------------------|------------------------------------|
| EYFS: Nursery | Families | Festivals | Chinese New Year | | Changes in Living Memory | Seaside Traditions |
| EYFS: Reception | Family | Important Events | Space History | Transport | | Castles |
| 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 | |

For Progression in Disciplinary Knowledge, click [here](#).

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|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 – Autumn 1 - Families

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.

Reception - Autumn 2

Important Events

The Big Idea: There are lots of different events celebrated or remembered in this country and all around the world.

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 and events 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 (also RE)

- 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

Step 6

Remembrance Day

- Know that Remembrance Day is on the 11th November every year
- Know that it is an event that commemorates the end of World War 1, which ended on 'the 11th hour of the 11th day of the 11th month' in 1918.
- Know that we remember the people who have died in wars on Remembrance Sunday.
- Know that the poppy is used as a symbol of the day because they grew on the battlefields after World War 1 when many people died over a hundred years ago.
- Know that a poppy is a red flower

Year One Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---------------------------------------------|----------|-----------------------------------------------|----------|----------------------------------------|----------|
| Topic | History of Little Lever | | Adventurers and Explorers | | Significant People: Queen Elizabeth II | |
| LBO Assessment | Y1 History of Little Lever LBO Question Set | | Y1 Adventurers and Explorers LBO Question Set | | Y1 Significant People LBO Question Set | |



Year One

Year One – Autumn 1

History of Little Lever – Local Study

The Big Idea:

Little Lever is where Masfield is located. It is a popular village which has grown over the last 100 years.

Lord Leverhulme (William Hesketh Lever) built Britain's largest company. He invented soap using palm oil. He became the Mayor of Bolton in 1918.

Aims of the unit:

1. Understand that local 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 – Toys).

Know where Bolton is – Geography.

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 local significant people (men) 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 Lord Leverhulme and what he has contributed to the Little Lever & Bolton 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 3), Romans (Year 4), Ancient Egypt (Year 4) and Anglo Saxons (Year 5).

Vocabulary:

Decade: A period of 10 years

Welfare: A state of health, happiness, and good fortune

Community: A group of people living in the same place.

Lord Leverhulme: He built Britain's largest company 'Lever Brothers'.

Lever Brothers: A British manufacturing company founded in 1885 by two brothers.

Legacy: Long lasting impact

Substantive Concepts:

community & culture –
inspiration, settlement



Disciplinary Concepts:

Significance – Know the
name of a significant person
and explain why they are
famous.

Change & continuity – how
has Little Lever changed?

Evidence & interpretation



Disciplinary Knowledge:

Historical Enquiry

- Use information to describe similarities and differences between the past and now.
- Identify different ways to represent the past e.g. photos, stories, videos and adults talking about the past.
- 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 LBO 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.**
- Know how to use terms like before / after old/new correctly.
- Place events/ periods/ people in chronological order from furthest in the past to the most recent.
 - 1851 William Hesketh Lever was born.
 - 1885 William and his brother James enter the soap business.
 - 1895 Sunlight soap on sale across the world.
 - 1905 Rivington Terraced Gardens begin to be developed.
 - 1918 Lord Leverhulme becomes Mayor of Bolton.
 - 1925 Lord Leverhulme dies.



Evidence and
Interpretation

See 'Progression In Chronology'

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

Sequence of Learning

Step 3

How has Masefield changed since it was built?

- Interview a former pupil. Look at photographs of building, playground and classrooms and compare to today
- **Know that Masefield Primary School was built in 1973.**
- Know that some parents and grandparents in the class went to Masefield Primary School
- Know how it has changed since it opened – buildings, playground and classroom changes.



Change and Continuity

Step 4

How has Little Lever changed in last 100 years?

- Go to the library to look at the timeline of events of the carnival. Using sources to learn more about this and the town.
- Know that Little Lever had a big chemical factory
- Know that Little Lever has a working canal to transport goods.
- Know that an accident in 1936 closed the canal
- **Know that Little Lever hosted an annual carnival which was very popular.**



Change and Continuity

Step 5

Who is Lord Leverhulme?

- Learn about a significant person from the local area.
- Know William Hesketh Lever was born in Bolton in 1851 and died in 1925.
- Know he built Britain's largest company 'Lever Brothers'.
- Know In 1899 he purchased Hall i' th' Wood. He paid for the renovations of the building and presented the Hall to Bolton. The museum was opened as a memorial to him.
- Know the title 'Lord Leverhulme' was given Lever in 1917 ('Hulme' being the maiden name of his wife, Elizabeth, who had died four years previously).
- **Know In 1918 he became the Mayor of Bolton.**



Community and Culture

Sequence of Learning

Step 6

What is Lord Leverhulme's legacy?

- *Learn about a significant person from the local area.*
- Know Lord Lever built the Rivington Terraced gardens as a location for the public to visit and enjoy.
- **Know how Lord Leverhulme has had a positive impact on Bolton.**
- Know he invented soap using palm oil, and glycerine rather than tallow.



Step 7

Assessment

- End of Unit Outcome - How has Lord Leverhulme been significant in the history of Bolton?
- LBO Question Set



Year Two Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|----------------------------------------|----------|----------------------------------------------|----------|------------------------------------|----------|
| Topic | Significant People: Rosa Parks | | The Great Fire of London | | The Victorians | |
| LBO Assessment | Y2 Significant People LBO Question Set | | Y2 The Great Fire of London LBO Question Set | | Y2 The Victorians LBO Question Set | |



Year Two

Year Two – Spring 1

The Great Fire of London

The Big Idea:

The Great Fire of London is a significant event in our country's history and happened in our capital city. Due to events leading up to the fire, many changes have taken place to keep people safe.

Aims of the unit:

1. To understand that a number of events led to the Great Fire of London.
2. To acknowledge that The Great Fire of London was a huge event in British History.

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 – Queen).
- Know that a historical source can provide evidence relating to the events of the past (Year 1 – Queen).
- Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past.
- Know that London is the capital city of England and of the UK (retrieval from Geography).
- Know that country is a group of people who are governed by a shared government (retrieval from Geography).

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:

Pupils will have some prior knowledge about London through the unit they learn on the Queen. The knowledge acquired in this unit will help pupils when studying the unit on London in Year 5 specifically with reference to London landmarks such as St Paul's Cathedral and the River Thames. Historical thinking is developed through understanding the events that lead up to the fire and the changes that were a direct consequence of the fire.

The unit will build on the topics in Year 1 and embed this vocabulary and understanding, of chronology. Children will use the knowledge learnt in this unit to have a better understanding of developments in history and chronology.

Vocabulary:

Bakery: A shop where bread is made and sold.

River Thames: The river that runs through the middle of London.

Firefighter: People who put out fires as their job.

Rebuilt: Building something again after it has been broken or destroyed.

St Paul's Cathedral: A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.

Tower of London: The Tower of London is one of the city's most popular tourist attractions.

Substantive Concepts:

Conflict & disaster - fire



Disciplinary Concepts:

Significance - Why was 'The Great Fire of London' so significant to British History?



Cause and Consequence - Know about the cause of the fire.



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

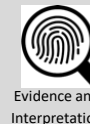
Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBQ 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 'present' accurately.
- **Sequence key events of the Great Fire of London.**



See 'Progression In Chronology'

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

Sequence of Learning

Step
3

Where is London?

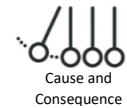
- Know that the Great Fire of London occurred in 1666.
- Know the location of London on a map of the UK.



Step
4

What were the events that led up to 'The Great Fire of London'?

- Know that the previous summer had been very hot and there had been very little rain. This meant that the buildings would catch fire easily.
- Know that people used fire to cook and for light.
- Know that Thomas Farriner's bakery in Pudding Lane was the source of the fire as the oven fire was still burning overnight.
- Know that the Great Fire of London started on 2nd September 1666.



Step
5

Why did the fire spread so quickly and how far did it spread?

- Know that buildings were mostly made from wood, straw and pitch.
- Know that pitch is a tar like substance that protects the wood from water damage.
- Know that the buildings were very close together.
- Know that there was a strong wind, which helped the fire to spread.
- Know that the fire went on for four days.



Step
6

Who was Samuel Pepys?

- Know that Samuel Pepys was a man living in London at the time.
- Know that he wrote a diary describing the fire.
- Know that this is one of the most important sources of information about the fire.
- Know that we often learn about the past from things people wrote at the time including diaries.



Sequence of Learning

Step 7

How did the people of London put out the fire?

- Know that they tried to stop the fire by pulling down houses (called a firebreak).
- **Know that people tried to put out the fire with simple firefighting equipment including buckets of water but the fire was too strong.**
- Know that the River Thames stopped the fire spreading to the South.
- Know that the fire destroyed many homes and St Paul's Cathedral.
- Know what a cathedral is and know what St Paul's Cathedral looks like now.

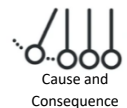


Conflict and
Disaster

Step 8

What happened after the fire was put out?

- Know that the monarch at the time was called King Charles II.
- Know that after the fire, he wanted to rebuild London and improve it with wide streets, beautiful parks and no overcrowding.
- Know that in 1668 new rules were put in place that said that buildings had to be made of stone and brick to stop a similar fire happening again.
- Know that after the fire, the London Fire Brigade was set up to stop this happening again.
- Know that a monument was built to remember what happened and the people who died. Know that a monument is something that is built to remember an important event.
- **Know the rhyme 'London's Burning' by heart.**



Cause and
Consequence

Step 9

Assessment

- End of Unit Outcome - Why was 'The Great Fire of London' so significant to British History?
- LBQ Question Set



Significance

Year Three Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|-----------------------------------|----------|-------------------------------------|----------|-----------------------------------|----------|
| Topic | The Stone Age | | Samuel Crompton | | Ancient Egypt | |
| LBO Assessment | Y3 The Stone Age LBO Question Set | | Y3 Samuel Crompton LBO Question Set | | Y3 Ancient Egypt LBO Question Set | |



Year Three

Year Three – Summer 1

Ancient Egypt

The Big Idea:

The Ancient Egyptian's achievements still have an impact on today's society. From innovations in writing and maths to the earliest uses of makeup and perfume, the civilization had a huge impact on the way people today communicate, travel, eat, dress, and more.

Aims of the unit:

1. Recognise that the Ancient Egyptian's achievements still have an impact on today's society.
2. Understand that archaeologists study historical records to work out where ancient civilisations were.
3. Recognise that Ancient Egypt was one of the wealthiest civilizations of all time

Prior Knowledge Requirements:

- Know when the Stone Age happened (Year 3 - Stone Age).
- Know that democracy means describes a form of government.
- Know that civilisation is a group of people with their own languages and way of life.

National Curriculum objectives:

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
- 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 links back to knowledge of the Stone Age (Year 3). People have lived in Egypt since the Stone Age. Ancient Egypt mentions the invasion of the Greeks (Year 4) and the Romans (Year 4). The children will learn that the last pharaoh of Ancient Egypt was Cleopatra. After her rule Egypt became part of the Roman Empire (studied in Year 4). The term 'archaeologist' will be used and also the introduction of the term 'Egyptologist'. The topic will cover the discovery of Tutankhamun, The Valley of the Kings and the different pharaohs. The topic covers the Ancient Egyptian beliefs in different gods. This links to the Vikings and their beliefs in Gods and the 'Afterlife'. Children will study how Egyptians prepared themselves for the 'Afterlife' and when they come to Year 5 and 6, they will be able to see the similarities between the Egyptians burials with belongings and the Anglo-Saxons and the Vikings rituals. It uses the term 'ritual' (also seen in the topic of Vikings and Anglo-Saxons) Ancient Egypt was one of the wealthiest civilizations of all time. The terms 'trade' and 'bartering' is taught and the idea that the Egyptians did not use coins and money as we do. (links to Anglo Saxons and Vikings) Children will also learn about hieroglyphics which is also taught in Mayans (Year 5).

Vocabulary:

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

Pharaohs: The word pharaoh originally meant 'great house', but came to mean the person who resided in it

Tombs: Ancient Egypt is known for its magnificent and beautiful tombs. The most well-known are within the pyramids in the Valley of the Kings

Pyramid: A geometrical term that refers to part of the burial complexes for Egyptian pharaohs.

Hieroglyphs: The term hieroglyph refers to the fact that it is carving for sacred things, but hieroglyphs were also written on papyrus.

Vizier: The vizier in ancient Egypt was the most powerful position after that of king. A vizier was the equivalent of the modern-day prime minister

Scribe: A scribe recorded in writing the everyday life and extraordinary happenings in ancient Egypt.

Sarcophagus: Sarcophagus is a Greek word meaning flesh-eating and refers to the mummy case.

Mummy: Remains of a body found inside the carved and brilliantly painted burial case known as a sarcophagus

Substantive Concepts:

Community & culture - civilisation, communication, trade

Exploration & invention - discovery, progress, tools



Disciplinary Concepts:

Evidence & interpretation - how do we know so much about the Ancient Egyptians?

Cause & Consequence: Know cause of event and consequence.



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
- **Know the meaning of: decade, ancient, modern**
- Draw a timeline to show an understanding of the Ancient Egyptian period.
- Sequence events/periods/people on a timeline using scale and intervals - understanding how long the Egyptians lasted for and in what order did events happen.



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

How do we know about Ancient Egypt and who was Tutankhamun?

- Know that archaeologists study historical records to work out where ancient civilisations were. They then go on expeditions to excavate these places - taking care not to damage anything they dig up.
- People who study Ancient Egypt are called Egyptologists.
- The Ancient Egyptians buried their pharaohs in impressive tombs filled with weapons, clothes and jewellery. On the Nile's west bank is an area known as The Valley of The Kings near the city of Luxor. The Egyptians buried many pharaohs here and over 60 tombs have been found.
- The most famous discovery was by Howard Carter in November 1922 when he discovered the tomb of Pharaoh Tutankhamun.



Evidence and
Interpretation



Hierarchy and
Power

Step 4

What gods and goddesses did the Ancient Egyptians worship?

- Know that the Egyptians worshipped hundreds of different gods and goddesses.
- Ancient Egyptians believed that Atum was the first god to exist. Know that the Egyptian people worshipped many different gods and this is called Polytheism.
- Know the following Egyptian Gods' names and function:
 - Anubis - God of the dead (often shown as a jackal)
 - Horus - God of the sky (often shown as a falcon)
 - Isis - Goddess of magic, the protective goddess.
 - Osiris - Ruler of the Underworld (often shown with black skin)
 - Ra - Sun god (a falcon headed man)
 - Thoth - The God of writing and knowledge



Community and
Culture

Sequence of Learning

Step 5

What did Ancient Egyptians believe happened to you after you died?

- Know that the Ancient Egyptians believed that if you lived a good life and prepared yourself you could live again in the afterlife. They believed that the spirits of the dead travelled through Duat, an underground world.
- Duat was full of dangers like evil spirits, giant snakes and lakes of fire that you had to get past to meet Osiris and be reborn in a heavenly version of Egypt.
- Know that other people believe in the afterlife.
- Egyptians believed that if your spirit survived Duat then the god Anubis weighed your heart against the Feather of Truth. If the scales balanced you could enter the heavenly kingdom. If your heart was heavier than the feather it meant you had been evil in life. Your heart would be fed to the goddess Ammut and your spirit would disappear.



Step 6

What is mummification?

- Know that the Ancient Egyptians mummified the dead to preserve the bodies for as long as possible as they believed you would need your body in the afterlife.
- Mummies were made in several stages:
 1. The body was washed and prepared for mummification
 2. The internal organs were taken out and stored in special canopic jars to protect them (the heart was left in while the brain was removed with long hook through the nose)
 3. The body was left to dry out in natron salt for 40 days.
 4. The salt was removed and the body stuffed with cloth
 5. The body was wrapped in linen bandages and then placed in a coffin
 6. A ritual was performed so the body would be able to eat, drink and speak in the afterlife.
- Rich people had highly decorated coffins while poor people could not afford to be mummified and were often buried in pits in the desert. People's belongings were buried alongside them. The tombs of Pharaohs contained many treasures and were a target for thieves who would try to steal these.



Sequence of Learning

Step 7

What are the pyramids and how were they built?

- Know that the Ancient Egyptians built pyramids to protect the bodies and treasures of the pharaohs after they had died. More than 100 pyramids have been discovered and most are on the West Bank of the Nile. Most pyramids were built between 2675-1759BC.
- Know that the most famous pyramids were built at Giza by Pharaoh Khufu, his son Khafre and his grandson Menkaure. The Sphinx is a large statue with the body of a lion and the head of a human (believed to be Pharaoh Khafre). The purpose of the statue is unknown although people believe it was built to guard the pharaohs in their tombs.
- The Sphinx has now started to crumble so people are trying to find ways to protect it. Many people believe that protecting historical statues is very important.
- Know that around 4000 workers built the Pyramid buildings
 1. Workers cut blocks of stone out of the ground
 2. These were loaded onto boats which carried them to the pyramid
 3. Using a chisel and hammer workers made the blocks smooth so they would fit together tightly
 4. Workers moved the blocks using wooden sledges up ramps on the side of the pyramids
 5. Pharaohs were usually buried underneath the pyramid structure although some had burial chambers built in to them

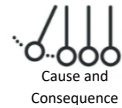


Sequence of Learning

Step 8

Why were the Ancient Egyptians one of the wealthiest civilisations?

- Know that Ancient Egypt was one of the wealthiest civilisations at the time.
- Know that they could mine gold from gold mines.
- Know that trade was done with bartering. This means that items of similar value were swapped.
- Ancient Egyptians did not use coins / money as we do. They sold spare grain, salt and gold to other countries in exchange for items that could not be found in the desert.
- Merchants travelled across Egypt from town to town trading goods. Many had to travel by donkey or camel. This was very slow (around 12 miles per day) and could take many months to travel from one large settlement to another.
- The River Nile was the fastest way to travel in Ancient Egypt. Early boats were made of papyrus tied together with rope but many later boats were wooden. Oars for rowing and sails that caught the wind helped boats to go faster.



Step 9

What are hieroglyphics?

- Know that Egyptian writing was called hieroglyphs which used symbols to represent letters and words. Only people at the top of society could read and write, including Pharaohs and Scribes.
- Know that a Scribe was an official record keeper for the Pharaoh. They recorded important information such as trade deals with other countries, notes from meetings, medical remedies, rituals and magic spells. Scribes were very well respected in Egyptian society.



Step 10

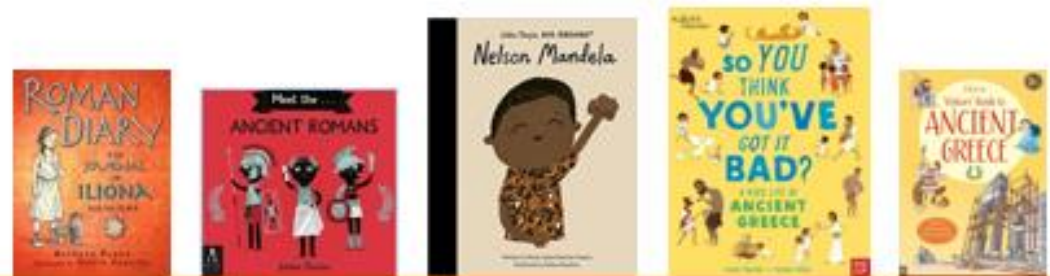
Assessment

- End of Unit Outcome - What beliefs did the Ancient Egyptians hold about death?
- LBQ Question Set



Year Four Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|-----------------------------------|-------------|------------------------------------------|-------------|------------------------------------------|-------------|
| Topic | The Romans | | Nelson Mandela | | Ancient Greece | |
| LBO Assessment | Y4 The Romans LBO Question Set | | Y4 Nelson Mandela LBO Question Set | | Y4 Ancient Greece LBO Question Set | |



Year Four

Year Four – Autumn 1

The Romans

The Big Idea:

Rome spread knowledge and goods throughout their Empire. Not just Roman culture, but the culture from the Middle East to the west and the European culture to the Middle East and every point in between. The Roman Empire was remarkably successful in this pursuit.

Aims of the unit:

1. Recognise that the Romans had a massive impact on Britain including roads, money and written language.
2. Understand that the Roman Empire was remarkably successful empire which had a very strong army.

Prior Knowledge Requirements:

- Know that democracy means describes a form of government. (Year 3 - Egypt).
- To understand that historians and archaeologists have supported us in understanding what happened in history

National Curriculum objectives:

- The Roman Empire and its impact on 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 unit follows on from the topic of 'Stone Age'. The topic begins with the concepts of dictator and government (Links to Year 6 World War 2). The beginning of the unit describes how the people of Rome peacefully traded with Britain and then eventually invaded. The invasion by the Romans is also revised in the beginning of the Year 4 topic of Britain's Settlement by the Anglo Saxons.

The term 'archaeologists' is used throughout the history curriculum in Stone Age (Year 3), Vikings (Year 6) and Mayans (Year 5). Children will understand how Britain was turned into Rome and the battles against tribes that occurred. It moves onto the battles Rome had in Scotland and the building of Hadrian's Wall.

Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Significant People (Year 1), Victorians (year 2) and Egypt (year 3). This unit will also support children continuing to develop their knowledge of empire and invasion in Ancient Greece (Year 4), Anglo Saxons (Year 5), Vikings and WW2 (Year 6).

Vocabulary:

centurion: A commander of a group of 100 Roman soldiers.

emperor: The Roman emperor was the ruler of the Roman Empire during the imperial period.

gladiator: A gladiator was an armed combatant who entertained audiences in the Roman Republic.

Londinium: This was the Roman name for London.

conquer: To overcome and take control of people or land using military force.

invade: Enter a place or land with the intention of occupying it.

Romanisation: When the countries that the Romans conquered became very much like Rome.

amphitheatre: A large open area surrounded by rows of seats sloping upward.

Hadrian's Wall: A barrier in northern England. It was built by the Roman Empire to keep invaders from the north out of the ancient Roman province of Britain.

Substantive Concepts:

Conflict & disaster - conquest, military

Exploration & invention - discovery, progress



Disciplinary Concepts:

Change & continuity
– What areas of our civilisation came from the Romans and what areas didn't come from them?

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

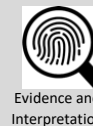
Retrieval of previous learning

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

Step
2

Chronological Knowledge

- Use of outdoor timeline
- Place the Roman period in history on a timeline alongside Stone Age and Ancient Egypt.
- **Draw a timeline to show an understanding of Roman History.**
- Sequence events/periods/people on a timeline focusing on scale and intervals.
- Know the meaning of: decade, ancient, modern



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

When and why did the Romans invade Britain?

- Rome is a city in Italy.
- Towards the end of the Iron Age and Bronze Age life in Britain was very different to life in Rome.
- **Know that Rome was more developed than Britain - it had better facilities for the Roman people. Rome was ruled by a dictator - a ruler who has complete power in a country, especially power which was obtained by force and is used unfairly or cruelly.**
- Know the people in Britain were called Celts. They lived together in groups called tribes that were ruled by a chief. They lived in settlements such as hillforts. They didn't have a government, an army or pay taxes. The only buildings they had where people could gather together were places like Stonehenge where people had feasts.
- Know that people from Rome travelled peacefully to Britain to trade goods before invading.
- In 55BC an army general from Rome called Julius Caesar invaded Britain.



Step 4

What was the Roman army like?

- The Roman army gave Rome the power to create the Roman Empire.
- **Only male Roman citizens who were at least 20 years old could join the army. Once they joined the army they had to stay for at least 25 years and were not allowed to get married.**
- Many boys wanted to join the army because it paid well and when you retired you were given a gift of land or a pension to buy land. Most men were foot soldiers but there were many different roles in the Roman Army.
- **Know that soldiers in the Roman Army were divided into groups of about 80 men called centuries. Each of these was lead by a centurion. Centuries joined together to form groups of around 5,000 men called legions.**
- The people they conquered were allowed to join the army but were paid less to fight.
- This helped the Romans in two ways - it provided fresh troops for battle and kept the young men busy which stopped them trying to rebel against the Romans.

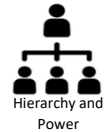


Sequence of Learning

Step 5

Who was Claudius the Conqueror?

- Claudius became the Roman emperor in AD 41 but people didn't think much of him because he had a stammer, a limp and was often ill.
- **Know he decided to invade Britain as a way of showing his power.**
- Claudius assembled an army of 40,000 soldiers and took with him war elephants and war machines.
- The Romans quickly captured the town and tribes in the South East of Britain which began to surrender to the might of the Roman army.
- After being conquered, the people in Britain discovered that their land and a lot of their earnings now belonged to Rome. This made life very hard for them.



Step 6

What did the Romans bring from Rome to Britain?

- While the Roman army was fighting in Wales, other Romans were turning the settlements they had already conquered into 'Roman towns' which were similar to the towns back in Italy. The towns were planned around a forum which was an open courtyard used as a meeting place or for holding markets.
- The buildings were built to look like Roman buildings and the shops sold Roman food.
- Amphitheatres were built which would be used for wild animal fights and gladiator combat. In the time of the Roman Empire, a gladiator was a man who had to fight against other men or wild animals in order to entertain an audience.
- Many Roman buildings still remain and we can learn a lot by studying them.
- **Around AD 50 the Romans built a small city called Londinium which we now know as London.**



Sequence of Learning

Step 7

Who was Boudica?

- The Iceni were a Celtic tribe ruled by a king called Prasutagus. When he died in AD 60 he left some of his kingdom to the Roman Emperor but also some to his daughters.
- The Emperor wasn't happy as he expected to own all of Prasutagus's land, so the Roman soldiers started to take over the Iceni lands.
- The Romans stole money and took crops.
- When Prasutagus's wife, Boudica (pronunciation: boo-duh-kuh), protested, they beat her and her two daughters. **Boudica was angry and led the Celtic tribes into a rebellion against the Romans.** She took her army to Colchester (where the Romans' headquarters were). They set fire to the city and the temple of Claudius. **Boudica's army then went on to burn down other Roman cities including London.** Many of the Roman army were still fighting in Wales but quickly returned to attack Boudica. **The Romans were better organised and had better equipment and defeated Boudica's army.** Historians believe that Boudica poisoned herself as she didn't want to surrender to the Romans or be killed by them.



Step 8

Why was Hadrian's wall built?

- As the Roman army was needed elsewhere in the Roman Empire they eventually withdrew from Scotland in AD 100. **The Roman Emperor, Hadrian, decided to build a wall to keep Scotland separate from the rest of England.**
- **This wall became known as Hadrian's Wall and it stretches for 73 miles right across England.** It was 3m wide and 3-6 m high and built of stone and earth. It took about 15,000 soldiers 6 years to build the wall.
- At points along the wall, forts were built which were home to about 600 soldiers who kept watch for attacking tribes.



Sequence of Learning

Step 9

What impact did the Romans have on Britain?

- The Romans built straight roads, which let them take the shortest route across the country. Some of these are still in use today.
- The Romans levelled the land where they needed to. They laid down different layers of materials to make sure the roads were strong with smooth handcut stone on top.
- Soldiers built the roads but were helped by slaves. Everything had to be dug by hand as there were no machines to help them.
- **People from Rome travelled peacefully to Britain to trade goods.** Traders brought wine, olive oil, dried fruit, glass (which could be made into beads) and tools. Glass was rare and precious and owning glass beads showed that you were rich and powerful. Olives for Olive oil and grapes for wine are difficult to grow in the British cold so they had to be imported from hotter places like Rome In return they took slaves, and metals such as gold, silver, tin, copper and bronze.
- In 55BC an army general from Rome called Julius Caesar invaded Britain



Change and
Continuity



Significance

Step 10

Assessment

- End of Unit Outcome - How did the Romans transform Britain?
- LBQ Question Set



Similarity and
Difference

Year Five Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|--------------------------------------|----------|----------------------------------|----------|----------------------------------------|----------|
| Topic | The Anglo-Saxons | | The History of Civil Rights | | The Mayan Civilisation | |
| LBO Assessment | Y5 The Anglo-Saxons LBO Question Set | | Y5 Civil Rights LBO Question Set | | Y5 Mayan Civilisation LBO Question Set | |



Year Five

Year Five – Spring 1

History of the Civil Rights Movement

The Big Idea:

Civil rights is a movement that has been going on for many years to ensure that everyone is treated equally and fairly.

Aims of the unit:

1. To understand that Martin Luther King Jr had a huge impact when standing up for civil rights.
2. To understand that the battle for civil rights for all human race is still ongoing today.

Prior Knowledge Requirements:

- Know that Rosa Parks fought for civil rights (Year 2 – Significant people).
- Be familiar with the words discrimination and segregation (Year 2 – Significant people and Year 4 – Nelson Mandela).
- Know that Nelson Mandela also fought for Civil Rights (Year 4 – Nelson Mandela).

National Curriculum objectives:

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should understand how our knowledge of the past is constructed from a range of sources.

Context for Study:

This is the history unit in Year 5 that explores the racial discrimination and the fight for equal rights for black people through the years 1954-1968. This unit covers the events and circumstances leading up the Civil Rights Movement and how Martin Luther King Jr's involvement helped to make progress towards integration. The topic revisits the segregation of black and white people during these years- how black children could not attend school with white children, black people and white people could not marry and how black and white people could not eat in the same restaurant- which were all of a few aspects that led up to the Civil Rights Movement.

The unit will revise aspects from 'Nelson Mandela' (Year 4) and also 'Inspirational People' (Year 2), which has a focus on Rosa Parks and her part in the Civil Rights Movement. Knowledge of the past is constructed from a range of sources. It can also be discussed and revised how the same discrimination and segregation was happening in different parts of the world at the same time and how Nelson Mandela (Year 4) fought against oppression in South Africa which led to 27 years of imprisonment for standing up for the rights of black people. He eventually gained his freedom and became the first black President of South Africa.

Vocabulary:

Civil Rights: The rights of citizens to political and social freedom and equality.

Discrimination: Treating some people differently from others.

Segregation: Keeping people apart – one group is treated unfairly.

Protest: An event or action where people gather with others to publicly express their opinions about something that is happening in society.

Martin Luther King Jr: An American campaigner for the fair and equal treatment of all people and an end to racial discrimination.

Boycott: The act of refusing to buy, or engage the services of an organisation or person.

Racism: When people are treated unfairly because of their skin colour or background.

Black Lives Matter Movement: A social movement dedicated to fighting racism and anti-Black violence.

I have a dream: The name of a speech Martin Luther King Jr gave on August 28, 1963 while standing on the steps of the Lincoln Memorial in Washington, D.C

Substantive Concepts:

Hierarchy & power – equality, democracy, government, slavery

Conflict & disaster – liberation, peace



Disciplinary Concepts:

Significance – Why is BLM important?

Cause & consequence – What is the impact of the Civil Rights Movement today?

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
- **Draw a timeline to show an understanding of civil right movements.**
- Draw a timeline to detail some key dates linked to the study of the Martin Luther.
- Understand that a gap between events/ periods reminds us that history is not just a long list.
- Show periods of history on a timeline accurately.



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

What is the Civil Rights Movement?

- Know that there was a long history of racial discrimination in the United States Of America. **Many African Americans were used as slaves by rich landowners.**
- Know that slavery in America began in 1619, when a Dutch ship brought 20 African slaves ashore in the British colony of Jamestown, Virginia.
- Know that landowners used African slaves throughout the 17th Century (1601-1700) as a cheap and plentiful supply of labour.
- Know that legal slavery ended in 1863 when President Abraham Lincoln issued an Emancipation Proclamation.
- Know that, despite changes to the law, black people were still often seen as inferior to white people and so racism continued.
- The races were still segregated in many different ways including having:
 - Separate swimming pools
 - Separate schools
 - Separate entrances at the cinema
 - Separate water drinking fountains
 - Separate places to sit on public buses/trains
- This was called segregation.



Sequence of Learning

Step 4

Who was Martin Luther King Jr?

- Know Martin Luther King Jr was an American campaigner for the fair and equal treatment of all people and an end to racial discrimination.
- Know that Martin Luther King Jr was appointed president of the Montgomery Improvement Association which led the boycott of the Montgomery bus services. (A boycott is where you stop using goods or services to bring about a change.)
- Martin Luther King Jr was a very brave man who believed in non-violent protest. During the course of his campaign his house was bombed, he was arrested on numerous occasions.
- **He was the youngest-ever person to win the Nobel Peace Prize.**
- Know he was a very powerful orator (speech maker). His most famous speech, I Have A Dream, was delivered to an audience of 250,000 people.
- He died at the age of 39.



Step 5

Why was Martin Luther King Jr's speech so important?

- Know the meaning of the following speech extract from Martin Luther King Jr 1963 'I have a dream' speech - "I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed.

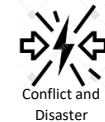


Sequence of Learning

Step 6

What was the Bristol Bus Boycott in 1963?

- Know that a bus boycott took place in Bristol in the UK in 1963.
- Know that the company who owned the buses used in Bristol refused to employ drivers who were Black or Asian.
- Know that many people refused to use the buses for four months during the protest to show their support for the Black and Asian people who were refused jobs.
- Know that the protestors were inspired by Rosa Park's boycott in Montgomery.
- Know that the boycott was successful in changing the company policy so that Asian and Black drivers were able to work as bus drivers. This decision was made coincidentally on the same day that Martin Luther King Jr delivered his 'I have a Dream' speech in USA.
- Know that the Bristol Bus Boycott was considered by some to have been influential in the passing of the Race Relations Act 1965 which made "racial discrimination unlawful in public places" in UK law.



Step 7

What was the Black Lives Matter Movement?

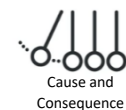
- Know that the Black Lives Matter movement helps fight discrimination toward people of colour. The movement began in 2013. It is sometimes called BLM.
- Know the Black Lives Matter movement has many goals. The movement works to fight racism and to help make sure that Black people are treated fairly.
- The movement also works to help end violence toward Black people. Injustice toward Black people has been going on for a long time.
- The Black Lives Matter movement organized protests in cities throughout the world, and these protests helped to identify the need for justice and change.



Step 8

Assessment

- End of Unit Outcome - Why is the Civil Rights movement still important today?
- LBQ Question Set





The Mayan Civilization

The Big Idea:

The Mayan civilisation flourished for three thousand years before suddenly disappearing. They had a huge influence on the way the world works today: developing the first ever system of writing.

Aims of the unit:

1. Recognise some key aspects of the Mayan civilisation, focusing on the culture of people living at that time such as music, art and religion.
2. Compare the ways of life in the Mayan Civilisation to what life in Britain would have been like during the same time period and look at the contrasts between them.

Prior Knowledge Requirements:

- Prior knowledge of the Ancient Egyptian Civilisation can be revised as many aspects of life for the Mayans and Egyptians were very similar (Year 3 – Ancient Egypt).
- Both civilisations built pyramids, performed rituals and ceremonies and had similar religious beliefs (Year 3 – Ancient Egypt).
- Both the Mayans and Egyptians had Royal Families and hierarchies to organise society. Hieroglyphics were a way of writing in both societies (Year 3 – Ancient Egypt).

National Curriculum objectives:

- A non-European society that provides contrasts with British history –Mayan civilization c. AD 900. The national curriculum for history aims to ensure that all pupils: 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.
- 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 second History Unit in Year 5. Prior knowledge of the Ancient Egyptian Civilisation in Year 4 can be revised as many aspects of life for the Mayans and Egyptians were very similar. Both civilisations built pyramids, performed rituals and ceremonies and had similar religious beliefs (different Gods that had an effect on farming such as Kinich Ahau the Sun God and also the belief in the afterlife). Another topic these beliefs can be linked to is the Vikings (Year 6), who also held similar religious beliefs to both the Mayans and the Ancient Egyptians. Both the Mayans and Egyptians had Royal Families and hierarchies to organise society.

Mesoamerica is a region of North America. It is the thinner strip of land that joins North America to South America. It is one of six areas in the world where ancient civilization arose independently. A civilisation is a human society with its own social organisation and culture.

Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Famous People (Year 1), Victorians (year 2), Ancient Egypt (Year 3), Greeks and Romans (Year 4). This unit will also support children continuing to develop their knowledge of empire and invasion after learning about the Anglo Saxons (Year 5) and will continue to develop this knowledge during the units on Vikings and WW2 (Year 6).

Vocabulary:

Dynasty: A series of rulers belonging to the same family.

Mesoamerica: A historical region and cultural area in North America. It extends from approximately central Mexico through Belize, Guatemala, El Salvador, Honduras, Nicaragua, and northern Costa Rica.

City of Chichen Itza: This city became a major power and it had a powerful economy and strong military.

Hieroglyphics: Writing consisting of symbols or pictures.

Rituals: A religious or solemn ceremony consisting of a series of actions performed according to a set order.

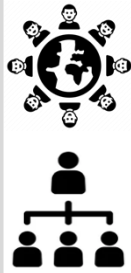
Civilisation: An advanced organisation of people who live in a town.

Settlement: A place, typically one which has previously been uninhabited, where people establish a community

Substantive Concepts:

Community & culture - civilisation, communication, trade

Hierarchy & power - monarchy, democracy, government



Disciplinary Concepts:

Change & continuity – Know that Mayan civilisation had a major influence on trade and the way we communicate through written language.

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

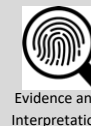
Retrieval of previous learning

- 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 the Mayans on a timeline alongside - Stone Age, Egyptians, Romans and Anglo-Saxons.
- Draw a timeline to show an understanding of the Mayan history.
- Draw a timeline to detail some key dates linked to the study of the Mayan civilisation c. AD 900.
- Understand that a gap between events/ periods reminds us that history is not just a long list.
- Show periods of history on a timeline accurately.
- Know how to use AD and BC accurately



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

Who were the Mayans?

- Mesoamerica is a region of North America. It is the thinner strip of land that joins North America to South America.
- Humans first arrived in Mesoamerica as early as 21,000 years ago. They were hunter-gatherers, people who travelled from place to place to find food.
- Mesoamerica was like a paradise to them as fruits, nuts and vegetables grew throughout the year, which they could eat. The forests and land were rich with birds, mammals and insects to provide protein in their diets. The climate was mild but there were often heavy rainstorms. There were many lakes and rivers which provided water for the early settlers.
- Between 3500 and 2000 BC, humans began to build permanent villages in the region. These settlements formed the Maya civilisation. Farmers planted crops and raised animals, mostly dogs and turkeys, which they kept in pens. They fished with nets and preserved the fish with salt for later use. Meat was cooked in stews or grilled like barbecue and it was also smoked to be preserved for months. Men made stone tools.
- Know where the Maya lived on a world map and a map of South America including Central America and Southern Mexico, Guatemala, Belize and Honduras. Locate the main cities: Chichen Itza and Tikal Know that the Mayans flourished for three thousand years before suddenly disappearing.



Evidence and
Interpretation



Community and
Culture

Sequence of Learning

Step 4

What was the Mayan society like?

- Know that City States each had their own King or Queen Order of importance: King or Queen of Royal family (seen to have God-like powers) nobles, priests, craftspeople , merchants, farmers, servants, slaves.
- Know that the King or Queen would wear jaguar skins and huge headdresses
- Know that 'noble birth' children would be educated by priests Know that merchants, craftsmen and farming children were taught skills by parents.
- Know that an absolute monarchy is where the king or queen holds complete power and their power is not restricted by following laws. This operated a hereditary monarchy where the children of the king/queen would become the future monarch. The king was seen as a descendent of a god.
- Know the following definitions – nobles, priests, craftspeople , merchants, farmers, servants, slaves.



Step 5

What did the Mayans trade?

- The Mayans developed trade systems to exchange goods that they could produce for other things that they could not produce. They did not use money.
- Know that trade is 'the activity of buying, selling, or exchanging goods or services between people or countries.' The Maya trade was centered around foods like corn, fish, squash, potatoes, honey, beans, turkey, fruits and chocolate drinks.
- They also traded materials such as limestone, marble, jade, wood, copper and gold.
- Know they traded goods such as paper books, furniture, jewellery, clothing, toys and weapons.
- They traded with places as far south as Guatemala and Belize and as far as the Caribbean islands. Mayans transported their goods for trading on large seagoing canoes. Mayan farmers, artisans, architects and artists would also exchange their services for goods.



Sequence of Learning

Step 6

Why and when did the Spanish arrive?

- In the early 1500s, Spanish ships started to arrive in the Mayan Empire with explorers hoping to find natives that they could take as slaves.
- Spanish explorers were surprised to find such an advanced civilisation and they began trading with the natives. The Mayans sometimes attacked the Spanish. The Spanish brought many diseases with them and caused many Mayan people to fall ill. Diseases such as smallpox, flu and measles killed many Mayan people.
- Hernan Cortes In 1519 Cortes, a Spanish explorer, set forth to seek his fortune through conquering the natives and stealing their gold. The Spanish claimed the land that belonged to the Aztec and Mayan people.
- **The Mayans fought back and it took many years for the Spanish to finally conquer the Mayans.** As soon as the Spanish took over they began to remove Mayan culture through destroying many important religious texts and idols.



Change and Continuity



Evidence and Interpretation

Step 7

Why are the Mayans still remembered today?

- **Know the Maya were skilled craftspeople they made pottery for everyday use** as well as figures of gods, goddesses and animals **Know that the Maya were keen on Astrology - they studied Sun, Moon , Planets and Stars**
- Know the Mayan Maths System - dot for one, bar for five and shell for zero. This helped to create their complex system of dates and calendars.
- Know that in death a person was buried with belongings for their journey into the afterlife. Kings and Queens had tombs, others were buried under their house.
- **Know that they believed in many gods - the main god was Itzamna.**
- **Know that The Mayans were famous for developing an early system of writing called hieroglyphics**
- Know a symbol could represent a syllable in a word then this was combined with another symbol to make a word.



Change and Continuity



Significance

Step 8

Assessment

- End of Unit Outcome - Why were the Mayans so important when it comes to trade?
- LBQ Question Set

Year Six Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---------------------------------|----------|--------------------------------------|----------|----------------------------------|----------|
| Topic | The Vikings | | History of Space | | World War II | |
| LBO Assessment | Y6 The Vikings LBO Question Set | | Y6 History of Space LBO Question Set | | Y6 World War II LBO Question Set | |



Year Six

Year Six – Summer 1

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 LBQ 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?

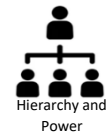
- Know that propaganda is a way of spreading ideas and influencing people.
- Know that propaganda played an important part for both the Axis and the Allies as it was used to inform the public and raise morale. Know that in the UK posters, radio messages and cinema adverts were all used to spread propaganda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

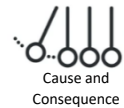


Sequence of Learning

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



Progression in Disciplinary Knowledge

| | EYFS | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological Understanding <i>This concepts makes sense of time, the sequence of when things happen, what changed and what continued. The younger children at Masfield will look at time words such as before, after, now, then, past and present. Older children will look at periods of time and be introduced to more complex terms. All children will begin a topic with a timeline of events showing progression as they are extended backwards through generations.</i> | Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now. | Know how to put 3 events / objects in the correct order they happened / were made Know how to use terms like before / after old/new correctly. | 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 | Know how to locate key events/periods studied on a timeline: Know the meaning of: AD, BC, century, millenium | Know how to locate and place the key events/periods studied on a timeline: Know the meaning of: decade, ancient, modern | Know how to order and place the key periods and events studied: Know how to use AD and BC accurately | Know how to order and place the key periods and events studied: Know the relationship between date and century (dates starting from 100AD are 2nd century) |
| | Introduce Sequencing Introduce Scale | Practise Sequencing Introduce Scale Introduce Interval Introduce Duration | Practise Sequencing Introduce Scale Introduce Interval Introduce Duration | Practise Sequencing Practise Scale Practise Interval Practise Duration Introduce Concurrence and Interaction Introduce Overview and Depth | Practise Sequencing Practise Scale Practise Interval Practise Duration Introduce Concurrence and Interaction Introduce Overview and Depth | Independent Sequencing Independent Scale Independent Interval Independent Duration Independent Concurrence and Interaction Practise Overview and Depth | Independent Sequencing Independent Scale Independent Interval Independent Duration Independent Concurrence and Interaction Practise Overview and Depth |

Cause and Consequence



This concept shapes historical thinking and understanding. It focuses on why events occurred and why people acted a certain way. Through this concept children will create connections through time. It is also linked to chronology and helps children to recognise change across time.

| EYFS | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-----------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Remembering events, losses in our past (lost toys, old friends) | Know about the cause of an event studied this year. | Know about the cause of an event studied this year. | Know cause of event and consequence (from KS1 and this year.) | Know cause of event and consequence: (from previous years and this year). | Know cause of event and consequence & explain why. (from previous years and this year). | Know cause of event and consequence & explain why (from previous years and this year). |

Change and Continuity



This concept develops an understanding of the idea that some things change while others old and new stay the same. In Maselfield younger children will explore this through local history and looking at changes in the town and features of a place. Older children will commonly use this concept when evaluating different civilizations and time periods.

| | | | | | | |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| To compare and contrast characters from stories, including figures from the past. | To recognise some similarities and differences between the past and the present | To identify similarities and differences between ways of life in different periods. | To find out about the everyday lives of people compared with our life today. | To explain how people and events in the past have influenced life today. | To describe connections and contrasts between aspects of history, people, events and artefacts studied. | To use appropriate historical terms such as culture, religious, social, economic and political when describing the past. |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|

Similarity and Difference



This concept considers how historians construct arguments about the extent of similarity and difference between places, people and groups in the past

| EYFS | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name the members of their immediate and extended family | Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same. | Know simple facts about aspects of daily life studied this year. Compare with their own life. Know some things which have changed / stayed the same | Know similarities and differences between daily lives of people in the past and today. Know of main changes/constants. | Know similarities and differences between daily lives of people in the past and today. Know of main changes/constants. | Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes/constants and compare with other periods studied. | Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes / constants and compare with other periods studied Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc.. |

Evidence and Interpretation



Historical Sources

This concept allows children to think about how we understand the past and how we show what the past was like. Our Key Stage 2 pupils will begin to see differences between what may be fact and opinion and construct their own conclusions as to which parts are factual and which are points of view.

| EYFS | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children can find answers to simple questions about the past from sources of information. | Look at artefacts from the past and use them to try and answer questions about the past. Know what a number of older objects were used for and organise these artefacts by age. Know how to ask and answer questions about old and new objects. Know how to spot old and new things in a picture. | 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. | 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. | Use a range of sources to find out about a period in history. Suggest sources of evidence to help answer questions. Give reasons why there may be different accounts of history. | 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. | Bring knowledge gathered 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. |

Significance of Events



Significance is how we choose what is most important in history. For KS1 pupils this may be looking at the important parts from a story or say what is important about a picture? For older children they will develop the skill of which parts of history are important and how these significant issues or events have impacted on that period in time, society or the way we live today.

| EYFS | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc) : | Know the name of a famous person and explain why they are famous. | Know the name of a famous person and explain why they are famous. | Know some important events, places and people. | Know some important events, places and people. | Know, make links and draw comparisons between some important events, places and people. | Know, make links and draw comparisons between some important events, places and people. |

| | EYFS | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Historical Enquiry <i>Historical enquiry is key in the history curriculum. Through this concept children learn how to ask questions, select evidence and make judgements about the past. They begin to understand that there can be multiple perspectives to history.</i> | Children know some key information about the past through settings, characters and events encountered in books. | Use information to describe similarities and differences between the past and now. Identify different ways to represent the past e.g. photos, stories, videos and adults talking about the past. Begin to appreciate the validity of sources e.g. memories might not always be reliable. | 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. | 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. | Identify how artefacts can be used to tell us about periods of History. Use a range of different sources to piece together understanding about key events or periods of time in history. | 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 | Compare accounts of events from different perspectives and question authenticity based on the origin of the source. Understand the term propaganda and how it can influence people's opinions of a real-life event. Be able to use historical sources to find similarities and differences between two or more periods studied |