

Lingdale Primary School



History Curriculum



History Curriculum Intent:

At Lingdale Primary School, we prioritise an engaging History curriculum that catches the attention of all ages. It is a cohesive curriculum that teaches skills and knowledge from Early Years to Year 6. As Historians at Lingdale Primary, children will deepen their understanding of concepts such as continuity and change, similarities and differences and causes and consequences through four main strands of the curriculum:

- People, Places (settlements) and Events
- Communication and Advancements,
- Chronology
- Invasion and Empire

There is a close link to Geography, which includes why people settle and how they identify with their surroundings through time. History at Lingdale starts within children's homes, then links to the local area, and branches out globally. It is a progressive History curriculum with clearly defined expectations of knowledge and skills for each year group, which builds on previous learning.

As they progress through phases, children will be expected to develop their knowledge of key eras and their position on a timeline in relation to others. Children order events in time; find differences and similarities; write and talk about the past; use different sources of information; ask and answer questions, with the aim to link 'then' with 'now.'

Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. Teachers use this curriculum document for history to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day.

We want children to be curious to know more about the past and to have the skills required to explore their own interests. There are many opportunities for the curriculum to be enriched through museum visits, historical visitors and events held in school. We believe it is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives.

Our Approach to History at Lingdale:

Our School Aims	How we apply this through History
<p><i>Engage through our curriculum enrichment activities and their wider school experiences to ensure that pupils maintain healthy lifestyles and develop high aspirations.</i></p>	<ul style="list-style-type: none"> Focus studies on aspirational individuals who have shown resilience and achieved great things: Captain James Cook, Florence Nightingale and Mary Seacole. Focus on local area aspects of history such as the coastal areas and the East Cleveland Mining Industry. Develop pupil's cultural capital and aspirations through organised visits to museums and places of local historical interest, as well as inviting in expert visitors to engage and inspire
<p><i>Commit to providing the highest quality of provision to meet the diverse needs of our children; developing their understanding of the world and preparing them for life's challenges.</i></p>	<p>At Lingdale not all of our pupils have the lived worldly experiences to support them in making links between new content learnt and their understanding and knowledge of the wider world. Therefore, we endeavour, through our history provision, to develop the background knowledge and vocabulary that they will need for future learning, from Early Years through to Year 6. For example, in Early Years, we have tried to make clear links to future learning in Key Stage 1 by building opportunities to learn about the fire brigade and nursing, in preparation for their work on Nurturing Nurses and The Great Fire of London. This considered approach enhances our offer for the children of Lingdale not only in terms of their knowledge and understanding in History but also in supporting them to make meaningful links in learning across the wider curriculum.</p>
<p><i>Develop understanding of rights and responsibilities in order to develop caring and respectful individuals within an environment where everyone feels safe and valued.</i></p>	<ul style="list-style-type: none"> Learning about significant individuals who come from outside of Britain and how this impacted their rights at the time, compared to British citizens. Focusing on the impact that settlers from abroad have made to British history and how this has contributed to the United Kingdom being a diverse place. Topics of study which highlight how the rights of people have been improved/increased over time: <i>Mary Seacole, Mining Conditions, laws passed after World War II.</i> Studying individuals who have fought for the rights of themselves and their people: <i>Boudicca, Alfred the Great.</i> Focus on key events such as the Battle of Britain in bringing nations together and protecting British Values. Study Britain as a monarchy with its traditions and values as part of the Kings and Queens topic of study in KS1.
<p><i>Ensure children have the best opportunities to develop key skills, knowledge and attributes within a broad and balanced curriculum which supports and challenges them to achieve their full potential.</i></p>	<ul style="list-style-type: none"> Our history curriculum is ambitious in terms of the wealth of knowledge and skills we want our children to acquire through the teaching of history within school. It is implemented by adults in school who have strong subject knowledge and are clear about the ways in which the curriculum should be delivered to ensure all children achieve. Our emphasis on challenging children to 'think' and 'work' like a Historians, provides them with the opportunity to research, interpret, reason, explain and debate, all essential life skills. Most importantly it demands that they think and work really hard within the subject and have high expectations for themselves and for others.

Curriculum Knowledge and Skills

History

Substantive Knowledge Concepts

People, Events and Places	Communication/Advancements	Chronology	Invasion and Empire
Knowledge of places relates to the place where people live or the process of settling in a place. Knowledge of people relates to social structures and interactions of different groups in society. For example, law and order, religious groups, families. Knowledge of events is linked to the significance of historical events in terms of their impact.	A focus on the different methods of communication through the ages, as well as other discoveries, advancements in materials and technology, and inventions that have helped to shape our world. As well as some of the significant individuals associated with this.	Chronological knowledge is the specific knowledge of the broad characteristics of historical periods and it supports pupils to build coherent schema for particular topics.	Knowledge of invasions of the British Isles that have occurred throughout History. Knowledge of significant rulers and states and the people, practices and rules that they have brought. Understanding of the ways in which this has shaped the world that we live in.

Disciplinary Knowledge and Skills

How we 'think' and 'work' like a Historian

Cause and Consequence	Change and Continuity	Sources and Evidence	Historical Interpretation	Similarities and Differences	Organising and Communicating
Why an event occurred, or the consequences of an event.	Gaining awareness and understanding of the extent, nature or pace of change across time.	Use of multiple sources and evidence to evaluate claims made about the past.	Developing and awareness and understanding of how and why historical interpretations are different.	Analysing similarities and differences within or between groups, places or societies in the same time period.	Work with multiple historical accounts, artefacts, graphics etc and effectively and coherently answer enquiry questions using appropriate vocabulary and content knowledge.

	Autumn	Spring	Summer
EYFS: <i>Foundations for History</i>	Nursery <ul style="list-style-type: none"> Discuss their own life story; Understand the concept of past and present through their life-baby, child, adult etc Recall significant events in their past/present/future such as birthdays, Christmas and family or school events. Learn about different jobs in particular nursing and firefighting to support KS1 future learning-Nurturing Nurses. Reception <ul style="list-style-type: none"> Learn about the lives of people around them and their roles in society in particular nurses, firefighters and police officers to support KS1 future learning-GFoL. Discuss themselves and their own family using appropriate vocabulary-KS1 future learning-Royal Family-Kings and Queens. Make links between past and present through everyday objects such as toys-comparing their baby toys to their current ones-KS1 future learning Saltburn Now and Then- take part in annual school visit to Saltburn. Talk about the past through photographs, memories and artefacts-Remembrance Day visit to Cenotaph and discussion around poppies. 		
Years 1 & 2 Cycle A	Kings and Queens <i>Changes within living memory-aspects of change in national life.</i>		Voyages-Captain Cook <i>The lives of significant individuals in the past who have contributed to international achievements.</i>
Years 1 & 2 Cycle B	Saltburn <i>Significant historical places in own locality.</i>	London's Burning <i>Events beyond living memory that are significant nationally.</i>	Nurturing Nurses-Mary Seacole and Florence Nightingale <i>The lives of significant individuals in the past; comparing aspects of life in different periods.</i>
Years 3 & 4 Cycle A	Mining in East Cleveland <i>Study of an aspect of history that is significant to the locality.</i>		Ancient Egypt <i>A depth study of one of the achievements of one of the earliest civilisations.</i>
Years 3 & 4 Cycle B	The Stone Age <i>Changes in Britain from the Stone Age to the Iron Age.</i>	Bronze Age to the Iron Age <i>Changes in Britain from the Stone Age to the Iron Age.</i>	The Romans in Britain <i>The Roman Empire and its impact on Britain.</i>
Years 5 & 6 Cycle A	Ancient Greece and Egypt (1 cycle only) <i>A study of Greek life and achievements and their influence on the western world.</i>	Anglo-Saxons and Scots <i>Britain's settlement by Anglo-Saxons and Scots.</i>	Anglo Saxons and Vikings <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i>
Years 5 & 6 Cycle B	The Battle of Britain <i>Study of an aspect or theme in British history beyond 1066.</i>		Ancient Maya <i>A non-European society that provides contrast with British history.</i>

Knowledge Road Map for Mixed Year Groups

Cycle A Cohorts:



Cycle B Cohorts:

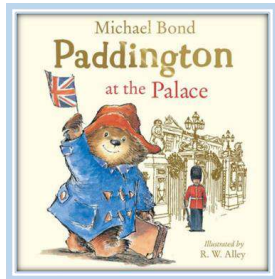

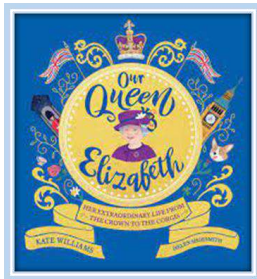
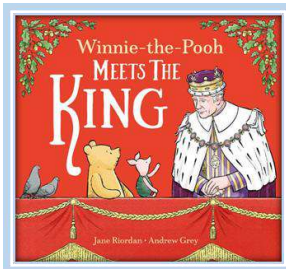
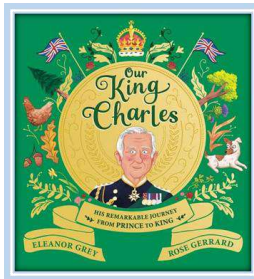
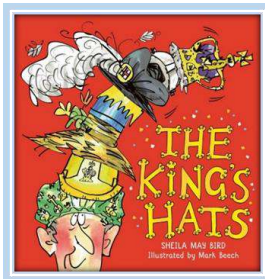




Year 1/2

Cycle A

History Sequences of Learning

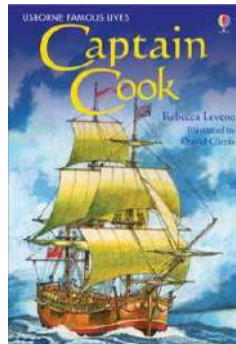



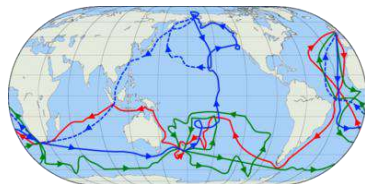

Kings and Queens-Aspects of change within national life within living memory		Term: Autumn	Year: 1/2 Cycle A	
National Curriculum	Key Substantive Knowledge			
<p>Pupils should be taught about:</p> <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p>All pupils should:</p> <p><i>Gain and deploy a historically grounded understanding of abstract terms.</i></p> <p><i>Understand historical concepts and use them to make connections and draw contrasts.</i></p> <p><i>Understand the methods of historical enquiry.</i></p>	<ul style="list-style-type: none">A monarch is a king or queen, an emperor or a sultan. They are usually part of a royal family and rule until their death.Britain is a monarchy because it has a king. The British royal family has ruled over the United Kingdom for hundreds of years.The crown is inherited, which means that the heir becomes the monarch as soon as their parent dies.Monarchs are crowned during a coronation ceremony.Life has changed since the coronation of Queen Elizabeth II.King Charles III is the present king; Queen Elizabeth II was the past queen and Prince William will be the future king.The role of a monarch is to serve the Commonwealth and the people who live within it. This is a group of countries who work together but live differently.			
	Disciplinary Skills-Year 1		Disciplinary Skills-Year 2	
	<p>Cause and Consequence</p> <ul style="list-style-type: none">* Recognise some causes to historical events.* Identify simple consequences such events. <p>Sources and Evidence</p> <ul style="list-style-type: none">* Look at photographs to learn more about the past. <p>Similarities and Differences</p> <ul style="list-style-type: none">*Recognise some similarities and differences between Queen Elizabeth II coronation photographs and King Charles III. <p>Organising and Communicating</p> <ul style="list-style-type: none">*Show knowledge and understanding of the past through simple oral discussion.* Label a picture.* Write simple sentences.		<p>Cause and Consequence</p> <ul style="list-style-type: none">* Identify causes and consequences from the past. <p>Sources and Evidence</p> <ul style="list-style-type: none">* Use photographs to find answers to questions about the past. <p>Similarities and Differences</p> <ul style="list-style-type: none">*Identify similarities and differences between life at the time of Queen Elizabeth I's coronation with life in recent times through King Charles III's coronation. <p>Organising and Communicating</p> <ul style="list-style-type: none">*Show knowledge and understanding of the past through oral discussion and simple explanations.*Draw labelled diagrams to tell others about events from the past.	
Quality Literature Links				
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Year 1/2 History Cycle A: Kings and Queens

What has changed since Queen Elizabeth I's Coronation?

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is a monarch and which monarchs do we know?</i>	<i>How and why have/will our monarchs change/ed?</i>	<i>What is a coronation and what do photographs of these events tell us about the past?</i>	<i>What is the role of King Charles III? Has this role changed since the past?</i>	<i>Where are the homes of King Charles III and who else has lived in them and in what order?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • A monarch is a king or queen, an emperor or a sultan. • They are usually part of a royal family. • Britain is a monarchy because it has a king. • The British royal family has ruled over the United Kingdom for hundreds of years. 	<ul style="list-style-type: none"> • Monarchs rule until they die unless they choose to abdicate. • The crown is inherited which means that the heir becomes the monarch as soon as their parent dies. • Queen Elizabeth II was our past monarch but she died so now, her son King Charles III, is our present monarch. • King Charles III eldest son Prince William is our future monarch, as he is heir to the throne. 	<ul style="list-style-type: none"> • Monarchs are crowned during a special coronation ceremony. • King Charles III had his coronation in May 2023 but Queen Elizabeth II had her coronation in June 1953. • Life in London in 1953 is different to the way it was in 2023. • Historians use sources such as photographs to compare life in the past with present day. 	<ul style="list-style-type: none"> • The king visits other countries and welcomes visitors to the UK to represent our nation. • He leads and supports the nation in times of celebration, crisis or remembrance. • His role is to serve the Commonwealth and the people who live within it. This is a group of countries who work together but live differently. 	<ul style="list-style-type: none"> • Charles has several family homes across England and Scotland. • He was born in Buckingham Palace as was the Prince of Wales. • Buckingham Palace is King Charles' London residence. • King George VI (King Charles' grandfather), Queen Elizabeth II and now King Charles III are a few of the monarchs who have lived in Buckingham Palace.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Monarch, usually, part, ruled, United Kingdom, family.	Rule, abdicate, inherited, Crown, heir, monarch, past, present, future, throne.	Crown, special, ceremony, sources, historians, compare, past, present, future.	Represent, nation, UK, leads, supports, celebration, crisis, remembrance, role, serve.	Timeline, order, chronological, several, family, members, residence, monarchs.

Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills
<p>Sources and Evidence Look at photographs to learn more about the past.</p> <p>Organising and Communicating Label pictures to show understanding of the past.</p>	<p>Cause and Consequence Recognise some causes to historical events. Identify simple consequences such events.</p>	<p>Sources and Evidence Look at photographs to learn more about the past.</p> <p>Similarities and Differences Recognise some similarities and differences between Queen Elizabeth II's coronation photographs and King Charles III's.</p>	<p>Organising and Communicating Show knowledge and understanding of the past through simple oral discussion.</p>	<p>Sources and Evidence Look at photographs to learn more about the past.</p> <p>Organising and Communicating Label and order pictures to show the order of events (simple timeline diagrams).</p>
Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills
<p>Sources and Evidence Use photographs to answer questions about the past.</p> <p>Organising and Communicating Draw labelled diagrams to tell others about events in the past.</p>	<p>Cause and Consequence Identify causes and consequences from the past.</p>	<p>Sources and Evidence Use photographs to find answers to questions about the past.</p> <p>Similarities and Differences Identify similarities and differences between life at the time of Queen Elizabeth I's coronation with life in recent times through King Charles III's coronation.</p> <p>What is different/the same between the photographs? What does this tell us about life in the past?</p>	<p>Organising and Communicating Show knowledge and understanding of the past through oral discussion and simple explanations.</p>	<p>Sources and Evidence Use photographs to find answers to questions about the past.</p> <p>Did Queen Elizabeth II live at Buckingham Palace before, after or at the same time as King George VI? Etc</p> <p>Organising and Communicating Create labelled diagrams to show the order of events (timelines).</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p>EYFS- Learnt about significant people within society.</p> <p>Y1/2B (Y2 children only)- Year 2 children will have learnt about famous nurses. They will also have learnt about the famous diarist Samuel Pepys</p>	<p>EYFS- Learnt about their own family and who was born before, after etc.</p> <p>Y1/2B (Y2 children only)- Year 2 children will have learnt how and why trips to the seaside have changed.</p>	<p>EYFS- Used photographs to learn more about past events when discussing Remembrance Day.</p> <p>Y1B (Y2 children only)- Year 2 children will have learnt that the Great Fire of London, as cameras had not been invented, only drawings and diary accounts can be used to learn about this aspect of the past.</p>	<p>EYFS- Learnt about the roles of people in society such as police officer, fire fighter etc.</p> <p>Y1/2B (Y2 children only)- Year 2 children will have learnt about how nursing has changed since the past. They will also have learnt about how Saltburn has changed.</p>	<p>EYFS- Learnt about different types of homes through shared stories. Explored how homes change including who lives in them.</p> <p>Y1/2B (Y2 children only)- will have learnt about timelines when looking at the lives of Mary Seacole and Florence and Nightingale and the events that took place before, during and after the Great Fire.</p>

The Voyages of Captain James Cook: Significant historical people in own locality		Term: Spring	Year: 1/2 Cycle A	
National Curriculum	Key Substantive Knowledge			
<p>Pupils should be taught about:</p> <p><i>Significant historical events, people and places in their own locality.</i></p> <p><i>The lives of significant individuals from the past who have contributed to national and international achievements.</i></p> <p>All pupils should:</p> <p><i>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i></p>	<ul style="list-style-type: none">• Captain James Cook was an explorer who was the first person to map the Eastern coast of Australia.• He was born in Marton, Middlesbrough, which is near to Lingdale and also in the North-East of England.• On his first voyage, he travelled to the Pacific Ocean on his ship called the Endeavour.• He then went onto Australia where Cook and his crewmembers were the first to see and chart the east coast of Australia.• He went on two further voyages where he travelled into the Antarctic Circle and mapped parts of North America and Alaska.• Captain Cook is famous because he uncovered lots of important information about the world we live in now.			
	Disciplinary Skills-Year 1		Disciplinary Skills-Year 2	
	<p>Chronology</p> <p>*Sequence some events or 2 related objects in order using chronology vocab: before, after at the same time etc.</p> <p>Cause and Consequence</p> <p>* Recognise some causes to historical events. Identify consequences to historical events.</p> <p>Sources and Evidence</p> <p>* Begin to identify and recount some details from the past from sources e.g. stories,</p> <p>Similarities and Differences</p> <p>* identify that some things within living memory are similar and some things are different.</p> <p>Organising and Communicating</p> <p>*Show knowledge and understanding of the past through simple oral discussion.</p> <p>* Write simple sentences.</p>		<p>Chronology</p> <p>*Put 4 events or objects in time order using chronology vocab: before after, now, later, past, present.</p> <p>Cause and Consequence</p> <p>* Identify causes and consequences from the past.</p> <p>Sources and Evidence</p> <p>* Look at a source to find answers to questions about the past.</p> <p>Similarities and Differences</p> <p>*Recognise some similarities and differences between the past and the present.</p> <p>Organising and Communicating</p> <p>*Use historical vocabulary to retell simple stories about the past.</p> <p>* Write simple stories and recounts using picture prompts.</p>	
Quality Literature Links/Historical Sources				
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Year 1/2 History Cycle A: The Voyages of Captain James Cook

How is Captain Cook important to our local area and the wider world?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	
<i>Who was Captain James Cook and what connects him with our area?</i>	<i>What were the significant events in Captain James Cook's life?</i>	<i>What happened on Cook's first voyage? How do we know?</i>	<i>What happened on his 2nd and 3rd voyage? How do we know?</i>	<i>Why is Captain Cook still remembered today?</i>	<i>How would a journey to Australia today compare with Cook's?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Captain James Cook was an explorer who was the first person to map the Eastern coast of Australia. • He was born in Marton, Middlesbrough, which is near to Lingdale. • He grew up and went to school in Great Ayton, which is a small village not too far from our village of Lingdale. • His Birthplace Museum is in the grounds of Stewart Park, which is also in Marton. 	<ul style="list-style-type: none"> • Captain Cook was born in 1728. • When he was 18 years old he joined the Royal Navy and became a skilled sailor. • In 1768 he set off on his first voyage and discovered New Zealand. • His second voyage was in 1772 and he sailed close to Antarctica. • In 1776 he had his third voyage and went to Hawaii. • He died in 1779. 	<ul style="list-style-type: none"> • Cook travelled to the Pacific Ocean on his ship called the Endeavour. • He reached and mapped the East Coast of New Zealand. • He then went onto Australia where Cook and his crewmembers were the first to see and chart the east coast of Australia. • He then sailed back to England. • Drawings, maps and journals are sources that give us information about Captain Cook. 	<ul style="list-style-type: none"> • The next year, Captain Cook set sail again on the same journey. • He travelled through areas of the Pacific Ocean and even into the Antarctic Circle. • In his final voyage Cook explored the northern Pacific and mapped parts of North America and Alaska before being turned back by ice. • Captain Cook was killed following a disagreement with indigenous people in Hawaii, when he stopped to restock his supplies. 	<ul style="list-style-type: none"> • Captain Cook made three voyages in his lifetime. • He sailed on every ocean and stepped foot on all 7 continents. • He sailed around the world twice. • He uncovered lots of important information about the world we live in now. 	<ul style="list-style-type: none"> • Captain Cook spent 4 months travelling to and mapping Australia. • Ships now travel faster, use technology to navigate and carry passengers. • They are made from steel instead of wood and are powered by engines rather than sails. • It is now much safer and quicker to travel longer distances because of this.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Explorer, map, coast, grounds, birthplace.	Royal Navy, skilled, voyage, close to.	Mapped, crew, chart, journals, sources.	Journey, voyage, explored, restock, supplies.	Lifetime, uncovered, voyage, maps.	Navigate, technology, powered, distance.

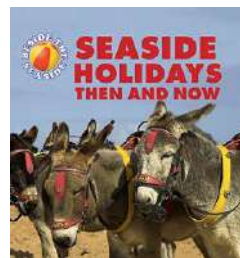




Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills
Sources and Evidence Begin to identify and recount some details from the past from sources e.g. stories, drawings.	Chronology Sequence some events or 2 related objects in order using chronology vocab: before, after at the same time etc. Use of a picture timeline	Sources and Evidence Begin to identify and recount some details from the past from sources e.g. stories, drawings. Organising and Communicating Show knowledge and understanding of the past through simple oral discussion. Write simple sentences.	Sources and Evidence Begin to identify and recount some details from the past from sources e.g. stories, drawings. Organising and Communicating Show knowledge and understanding of the past through simple oral discussion. Write simple sentences.	Historical Interpretation Use stories/accounts to distinguish between fact/fiction.	Similarities and Differences Identify that some things within living memory are similar and some things are different.
Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills
Sources and Evidence Look at a source to find answers to questions about the past. Who was Captain James Cook? Why is he significant?	Chronology Put 4 events or objects in time order using chronology vocab: before after, now, later, past, present. Sequence picture events on a timeline and add own captions.	Sources and Evidence Look at a source to find answers to questions about the past. Organising and Communicating Write simple recounts using picture prompts.	Sources and Evidence Look at a source to find answers to questions about the past. Organising and Communicating Write simple recounts using picture prompts.	Historical Interpretation Look at two versions of the same event in history and identify differences. Why might people remember Captain Cook for different reasons?	Similarities and Differences Recognise some similarities and differences between the past and the present.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
EYFS- Will understand that some people from the past are remembered because of something they did-Guy Fawkes. Y1/2A: Monarchs are important people who are remembered. King Charles was born after Captain Cook. Y1/2B (Y2 children only)- Achievements of Florence Nightingale and Mary Seacole. Know that they lived not long after Captain Cook but before King Charles.	EYFS- Will have described a simple sequence of events using first, next, then, in everyday contexts. Y1/2A: Kings and Queens. Sequenced past Queen, present King and future King. Y1/2B (Y2 children only)- Order key events in the life of Florence Nightingale and Mary Seacole.	EYFS- Used photographs to talk about the past. Y1/2: All children will have learnt about the continents and oceans as part of their work in Geography. Y1/2B (Y2 children only)- Order the key events that happened during the Great Fire of London.	EYFS- Used photographs to talk about the past. Y1/2: All children will have learnt about the harsh conditions in Antarctica as part of their work in Geography.	EYFS- Will understand that some people from the past are remembered-Guy Fawkes on Bonfire Night. Y1/2B- Know the reasons why we remember Queen Elizabeth II (all children), Florence Nightingale and Mary Seacole (Y2 children only).	EYFS- Will have talked about different journeys both within their own lives and within shared stories. Will understand that they have changed over time. Y1/2: some understanding of how the role of a king or queen has changed over time Y1/2B (Y2 children only)- know how firefighting has changed since 1666 and how nursing and healthcare has improved since the 1800s.



Year 1/2

Cycle B

History Sequences of Learning

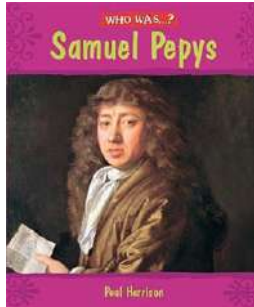
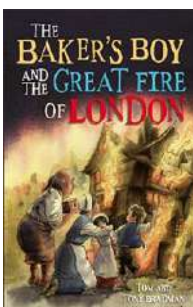

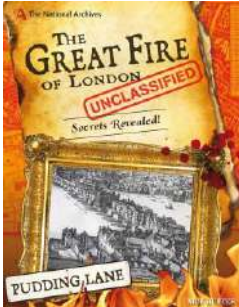

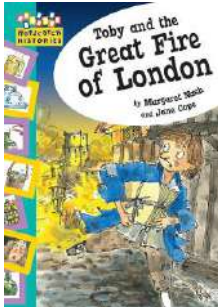
Seaside Now and Then: Saltburn: Significant historical places in own locality.		Term: Autumn	Year: 1/2 Cycle B	
National Curriculum	Key Substantive Knowledge			
<p>Pupils should be taught about:</p> <p><i>Significant historical events, people and places in their own locality.</i></p> <p>All pupils should:</p> <p><i>Identify similarities and differences between ways of life in different periods.</i></p> <p><i>Understand some of the ways in which we find out about the past.</i></p>	<ul style="list-style-type: none">Seaside holidays became very popular for more people during the Victorian times because new steam trains made it easier and cheaper to go to the seaside.Over 100 years ago people went on holiday to Saltburn as well as for a day trip. Because many people travel aeroplanes to other countries, less people holiday there now.Some things have changed about Saltburn since the past and some things have stayed the same. People do not go to the beach fully clothed or use bathing machines but they do still eat ice-creams, build sandcastles and go on donkey rides.Picnic food during this time was all freshly made so was healthier. They didn't use plastic packaging or containers to wrap their food so it was better for the environment too.Money has been spent improving Saltburn so that people continue to come and visit the seaside to make sure that businesses and its history survives.			
	Disciplinary Skills-Year 1		Disciplinary Skills-Year 2	
	<p>Cause and Consequence</p> <p>* Recognise some causes to historical events.</p> <p>Sources and Evidence</p> <p>* Begin to identify and recount some details from the past from sources e.g. stories, photographs, posters.</p> <p>Similarities and Differences</p> <p>* Identify that some things within living memory are similar and some things are different.</p> <p>Organising and Communicating</p> <p>*Show knowledge and understanding of the past through simple oral discussion.</p> <p>* Write simple sentences.</p> <p>Historical Interpretation</p> <p>*Use stories/accounts to distinguish between fact/fiction.</p>		<p>Cause and Consequence</p> <p>* Identify causes and consequences from the past.</p> <p>Sources and Evidence</p> <p>* Look at a source to find answers to questions about the past.</p> <p>Similarities and Differences</p> <p>*Recognise some similarities and differences between past and present.</p> <p>Organising and Communicating</p> <p>*Use historical vocabulary to retell simple stories about the past.</p> <p>* Write simple stories and recounts using picture prompts.</p> <p>Historical Interpretation</p> <p>*Look at two versions of the same event in history and identify differences.</p>	
Quality Literature Links/Historical Sources				
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Year 1/2 History Cycle B: Saltburn Now and Then

How have trips to the seaside changed?

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What did people do in Saltburn over 100 years ago?</i>	<i>How did Saltburn become so popular during this time?</i>	<i>What were picnics like over 100 years ago? What would be the same/different?</i>	<i>What is the same or different about trips to the seaside now and in the past?</i>	<i>Do you think these changes have made a difference to our local area?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Go for longer holidays as well as just a day trip. Watch Punch and Judy shows, ride donkeys and bathe in the sea. Have picnics with large groups of family and friends. Sit in deckchairs on the beach and build sandcastles. Women used bathing machines to get changed and discretely get into the water. 	<ul style="list-style-type: none"> Seaside holidays became very popular for more people during the Victorian times because new steam trains made it easier and cheaper to go to the seaside. George Stephenson helped to build the railways so they were extended to Saltburn. Many people found it difficult to walk up and down the cliff to get to the beach at Saltburn so a cliff lift was built, which meant that more people could access the beach. 	<ul style="list-style-type: none"> Around this time the first packet of crisps and cheese slice had just been produced and sandwiches had been invented. A Victorian picnic would have been healthier than today as most food was freshly made and not processed. There would not have been the plastic containers and packaging that we use now so it would have been better for the environment too. 	<ul style="list-style-type: none"> Although seashores are still busy, less and less people choose to go there for a holiday because they can travel to other countries on aeroplanes. People still eat ice-cream, ride donkeys, paddle in the sea and build sandcastles. Victorians were fully clothed at the beach and got changed in bathing machines. They did not sunbathe. 	<p><i>Knowledge will depend on the children's thoughts!</i></p> <ul style="list-style-type: none"> In some of our local seaside fronts and town shops are now empty because not as many people are spending money. More people are going on holiday to other places. New rides have been built to try and bring more people to the seaside. Money has been spent improving Saltburn so that people continue to come and visit the seaside.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Longer, day trip, bathe, deckchair, bathing machines, discretely.	Popular, steam train, cheaper, extended, access, cliff lift.	Invented, produced, healthier, fresh, processed, containers, packaging, environment, litter.	Same, different, compare, change less, travel, abroad, paddle, bathing machines.	Changes, better, worse, local seaside, money, improvement, reasons, opinion.

Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills
<p>Sources and Evidence</p> <p>Begin to identify and recount some details from the past from sources e.g. photographs and posters.</p>	<p>Cause and Consequence</p> <p>Recognise some causes to historical events.</p>	<p>Sources and Evidence</p> <p>Begin to identify and recount some details from the past from sources e.g. stories, photographs, posters.</p> <p>Similarities and Differences</p> <p>Identify that some things within living memory are similar and some things are different.</p>	<p>Sources and Evidence</p> <p>Begin to identify and recount some details from the past from sources e.g. stories, photographs, posters.</p> <p>Similarities and Differences</p> <p>Identify that some things within living memory are similar and some things are different.</p>	<p>Organising and Communicating</p> <p>Show knowledge and understanding of the past through simple oral discussion.</p> <p>Write simple sentences.</p>
Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills
<p>Sources and Evidence</p> <p>Look at a source to find answers to questions about the past.</p>	<p>Cause and Consequence</p> <p>Identify causes and consequences from the past.</p>	<p>Sources and Evidence</p> <p>Look at a source to find answers to questions about the past.</p> <p>Similarities and Differences</p> <p>Recognise some similarities and differences between past and present.</p>	<p>Sources and Evidence</p> <p>Look at a source to find answers to questions about the past.</p> <p>Similarities and Differences</p> <p>Recognise some similarities and differences between past and present.</p>	<p>Organising and Communicating</p> <p>Use historical vocabulary when speaking/writing about the past.</p> <p>Write simple responses to questions using picture prompts.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p>EYFS- the children will have explored how toys have changed over time so will have some understanding that things change overtime.</p> <p>Y1/2A (Y2 children only)- Kings and Queens-children will know that Queen Victoria was the Queen at this time and that is why it is referred to as the Victorians.</p>	<p>EYFS- All children will have visited Saltburn as part of a school trip so will have knowledge of what it is like now to draw upon.</p> <p>Y1/2A (Y2 children only)- will know that travelling by ship was the only means of getting to other places when Captain Cook was alive-this was years before the Victorians.</p>	<p>EYFS- children will have had the experience of having a picnic and will know some of the food that we pack into a picnic lunch now.</p> <p><i>Will understand the environmental damage that dropping litter and plastic near the oceans and seas can have on marine life.</i></p>	<p>EYFS- All children will have visited Saltburn as part of a school trip so will have knowledge of what it is like now to draw upon.</p> <p>Y1/2A (Y2 children only)- will have compared travelling to Australia in Captain Cook's era compared with now.</p>	<p>All children- will have visited Saltburn a number of times as part of the annual school visit so will have knowledge to draw upon.</p>



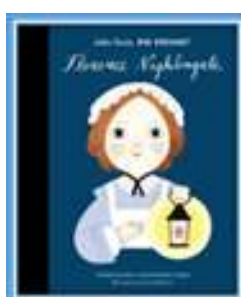



The Great Fire of London: An event beyond living memory with national significance		Term: Spring	Year: 1/2 Cycle B	
National Curriculum	Key Substantive Knowledge			
<p>Pupils should be taught about:</p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p>All pupils should:</p> <p><i>Gain and deploy a historically grounded understanding of abstract terms.</i></p> <p><i>Understand historical concepts such as cause and consequence and use them to create their own structured accounts.</i></p> <p><i>Understand the methods of historical enquiry.</i></p>	<ul style="list-style-type: none">• The fire started on Sunday 2nd September 1666 in Pudding Lane London and blazed for just under 5 days.• The baker’s oven (Thomas Farriner) caught fire. He was the baker for King Charles II who was on the throne at the time.• People tried to put the fire out using leather buckets filled with water and water squirts because there was no fire brigade.• The fire spread easily because at this time the houses in London were built very close together.• Samuel Pepys wrote about the fire in his diary which he buried underground with his wine and cheese.			
	Disciplinary Skills-Year 1		Disciplinary Skills-Year 2	
	<p>Chronology</p> <p>*Sequence some events or 2 related objects in order using chronology vocab: before, after at the same time etc.</p> <p>Cause and Consequence</p> <p>* Recognise some causes to historical events. Identify consequences to historical events.</p> <p>Sources and Evidence</p> <p>* Begin to identify and recount some details from the past from sources e.g. stories,</p> <p>Similarities and Differences</p> <p>* Identify that some things within living memory are similar and some things are different.</p> <p>Organising and Communicating</p> <p>*Show knowledge and understanding of the past through simple oral discussion.</p> <p>* Write simple sentences.</p> <p>Historical Interpretation</p> <p>*Use stories/accounts to distinguish between fact/fiction.</p>		<p>Chronology</p> <p>*Put 4 events or objects in time order using chronology vocab: before after, now, later, past, present.</p> <p>Cause and Consequence</p> <p>* Identify causes and consequences from the past.</p> <p>Sources and Evidence</p> <p>* Look at a source to find answers to questions about the past.</p> <p>Similarities and Differences</p> <p>*Recognise some similarities and differences between past and present London.</p> <p>Organising and Communicating</p> <p>*Use historical vocabulary to retell simple stories about the past.</p> <p>* Write simple stories and recounts using picture prompts.</p> <p>Historical Interpretation</p> <p>*Look at two versions of the same event in history and identify differences.</p>	
Quality Literature Links				
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Year 1/2 History Cycle B: The Great Fire of London

Why is the Great Fire of London so important to History?

Session 1	Session 2/3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is a timeline and what could we already place upon it?</i>	<i>When was the Great Fire, what happened and how do we know?</i>	<i>Why did the fire spread so quickly?</i>	<i>Who was to blame for the Great Fire of London?</i>	<i>Was there anything good to come out of the Great fire of 1666?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> A timeline is a tool to organise information; it is used to describe the order in which events happened. Timelines can also help show how events in history are linked. The Great Fire of London is the oldest event studied in KS1. Cook landed in Botany Bay about 100 years after this. Queen Victoria was Britain's monarch 100 years after this and Queen Elizabeth II was Britain's monarch 100 years after this. 	<ul style="list-style-type: none"> The fire started on 2nd September 1666 and it blazed for just under 5 days. The fire started on Pudding Lane in London when the baker's (Thomas Farriner) oven caught fire. King Charles II was on the throne at the time and was involved alongside the Lord Mayor of London and Samuel Pepys. Most of what we know about the fire comes from details that Pepys wrote in his diary. He buried it underground with this wine and cheese to keep it safe. 	<ul style="list-style-type: none"> The fire spread easily because the houses in London were built out of wood and straw and were very close together. The weather at the time was dry and windy which also helped the fire to spread. There was not a fire brigade at this time so people tried to put out the fire with leather buckets filled with water and water squirts. The fire was eventually put out by pulling down/blowing up houses to create fire breaks. 	<ul style="list-style-type: none"> Historians do not always agree about aspects of History. There job is to look at all the different evidence and make their own interpretation. The fire started because the bakery oven was not put out properly. However, it blazed for as long as it did and caused a lot of damage, because of the way London was built and a lack of fire safety equipment. 	<ul style="list-style-type: none"> London had to be rebuilt after the fire and it took over 50 years. However, it was built in a safer and more organised way. The first London Fire Brigade was created because of what happened during the Great Fire of London.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Organise, link, events, order, chronology, after, before, in between at the same time.	Blaze, throne, significant, individuals, diarist, account, historical source.	Building materials, conditions, fire break, eventually, create.	Aspects, evidence, interpretation, opinion, lack, blaze, caused.	Redesigned, architecture, Christopher Wren, organised, rebuilt.

Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills
<p><i>Chronology</i></p> <p>Sequence some events or 2 related objects in order using chronology vocab: before, after at the same time etc.</p>	<p><i>Sources and Evidence</i></p> <p>Begin to identify and recount some details from the past from sources e.g. stories,</p> <p><i>Organising and Communicating</i></p> <p>Show knowledge and understanding of the past through simple oral discussion.</p> <p>Write simple sentences.</p>	<p><i>Cause and Consequence</i></p> <p>Recognise some causes to historical events. Identify consequences to historical events.</p> <p>Q: What did they do to try and put out the fire?</p> <p><i>Similarities and Differences</i></p> <p>Draw on their experience of firefighting from previous experiences to support comparisons.</p>	<p><i>Historical Interpretation</i></p> <p>Use stories/accounts to distinguish between fact/fiction.</p>	<p><i>Cause and Consequence</i></p> <p>Recognise some causes to historical events. Identify consequences to historical events.</p> <p><i>Organising and Communicating</i></p> <p>Show knowledge and understanding of the past through simple oral discussion.</p> <p>Write simple sentences.</p>
Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills
<p><i>Chronology</i></p> <p>Put 4 events or objects in time order using chronology vocab: before after, now, later, past, present.</p>	<p><i>Sources and Evidence</i></p> <p>Look at a source to find answers to questions about the past.</p> <p><i>Organising and Communicating</i></p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Write simple stories and recounts using picture prompts.</p>	<p><i>Cause and Consequence</i></p> <p>Identify causes and consequences from the past.</p> <p>Q: <u>Why</u> did the fire spread so quickly?</p> <p><i>Similarities and Differences</i></p> <p>Identify some similarities and differences between past and present London.</p>	<p><i>Historical Interpretation</i></p> <p>Look at two versions of the same event in history and identify differences.</p>	<p><i>Cause and Consequence</i></p> <p>Identify causes and consequences from the past.</p> <p><i>Organising and Communicating</i></p> <p>Use historical vocabulary to explain events from the past.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p>EYFS- <i>Learnt about the terms past, present and future. Know that things change from past to present through their work on toys.</i></p> <p>Y1/2A (Y2 children only)- <i>Captain Cook landed on Botany Bay in 1770. Queen Victoria was queen after this and Queen Elizabeth II after this and King Charles III after this.</i></p>	<p>EYFS- <i>Learnt about significant past events including their own and family events as well as events such as Bonfire Night and Remembrance Day.</i></p> <p>Y1/2A: (Y2 children only) <i>Kings and Queens. King Charles III is our current monarch.</i></p>	<p>EYFS- <i>Learnt about houses and the materials they are commonly built from now-bricks etc.</i></p> <p>Y1/2B- <i>Learnt about the changes to Saltburn in the past to present day.</i></p> <p>Y1/2A: (Y2 children only) <i>Kings and Queens. King Charles III is our current monarch.</i></p>	<p>EYFS- <i>Learnt about the different roles of people in society such as doctors and nurses; police and fire fighters.</i></p> <p>Y1/2A (Y2 children only)- <i>Year 2 children will have discussed why Captain Cook was killed and who may have been to blame.</i></p>	<p>EYFS- <i>Learnt that things happen as a consequence of the past. We mark Bonfire Night because of Guy Fawkes. We celebrate Christmas because Jesus was born and our own birthday because we were born.</i></p> <p>Y1/2B-Will <i>learn about the changes in nursing and healthcare since the times of Florence Nightingale and Mary Seacole.</i></p>

Nurturing Nurses: Florence Nightingale and Mary Seacole: The lives of significant individuals in the past		Term: Summer	Year: 1/2 Cycle B
National Curriculum	Key Substantive Knowledge		
<p>Pupils should be taught about:</p> <p><i>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.</i></p> <p>All pupils should:</p> <p><i>Identify similarities and differences between ways of life in different periods.</i></p> <p><i>Understand some of the ways in which we find out about the past.</i></p>	<ul style="list-style-type: none">Florence Nightingale was a British nurse born in Italy in 1820 and she is remembered for changing the way hospitals were run by making sure they were clean.She helped soldiers in the Crimean WarMary Seacole was born in Jamaica in 1805 and she also wanted to help soldiers but the British Government refused to let her go to Crimea.Mary Seacole paid for herself to go and set up the 'British Hotel' hospital for soldiers.At this time, Mary Seacole didn't have as many civil rights as Florence Nightingale, because she was mixed-race; both women were very brave and made important changes to hospitals and nursing.		
	Disciplinary Skills-Year 1		Disciplinary Skills-Year 2
<p>Chronology</p> <p>* Sequence some events or 2 related objects in order using chronology vocab: before, after at the same time etc.</p> <p>Cause and Consequence</p> <p>* Recognise some causes to historical events. Identify consequences to historical events.</p> <p>Sources and Evidence</p> <p>* Begin to identify and recount some details from the past from sources e.g. stories, photographs, paintings.</p> <p>Similarities and Differences</p> <p>* Identify that some things within living memory are similar and some things are different.</p> <p>Organising and Communicating</p> <p>* Show knowledge and understanding of the past through simple oral discussion.</p> <p>* Write simple sentences.</p> <p>Historical Interpretation</p> <p>* Use stories/accounts to distinguish between fact/fiction.</p>		<p>Chronology</p> <p>* Put 4 events or objects in time order using chronology vocab: before after, now, later, past, present.</p> <p>Cause and Consequence</p> <p>* Identify causes and consequences from the past.</p> <p>Sources and Evidence</p> <p>* Look at a source to find answers to questions about the past.</p> <p>Similarities and Differences</p> <p>* Recognise some similarities and differences between past and present.</p> <p>Organising and Communicating</p> <p>* Use historical vocabulary to retell simple stories about the past.</p> <p>* Write simple stories and recounts using picture prompts.</p> <p>Historical Interpretation</p> <p>* Look at two versions of the same event in history and identify differences.</p>	
Quality Literature Links/Historical Sources			
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Year 1/2 History Cycle B: Florence Nightingale and Mary Seacole
Florence Nightingale and Mary Seacole: were their lives different?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who was Florence Nightingale and when did she live?</i>	<i>What were the key events and achievements in her life?</i>	<i>Who was Mary Seacole and when did she live?</i>	<i>What were the key events and achievements in her life?</i>	<i>What was the same/different about the two nurses?</i>	<i>What difference did they make to the way we live now?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Florence Nightingale was a British nurse born in Italy. She was born in 1820 which was not long after Captain Cook died but a long time after the Great Fire of London. Florence Nightingale was born a few months before Queen Victoria. She came from a wealthy family. 	<ul style="list-style-type: none"> Florence was born in 1820. She became a nurse in 1845 and by 1853 she was head of a nursing group in London. In 1854 she went with 38 trained nurses to the war in Crimea. She saved the lives of many sick soldiers by improving the hospitals. In 1860 she set up a training school that still exists today. In 1883 she was awarded a medal by Queen Victoria. 	<ul style="list-style-type: none"> Mary Seacole was born a few years before Florence Nightingale in 1805. She was born in a town called Kingston in Jamaica. Her mother taught her a lot about Jamaican medicines. Her dad was a Scottish soldier and her mum was Jamaican so Mary was mixed race. 	<ul style="list-style-type: none"> Mary was born in 1805. She travelled a lot and learnt about lots of diseases and illnesses. In 1854 she went to the Crimean war to join Florence Nightingale's group of nurses but she was refused by the government. In 1855 she used her own money to build the British hotel that cared for injured soldiers in the Crimean War. After the war she returned to London but was forgotten. 	Use the knowledge they have gained to this point to compare their lives.	<ul style="list-style-type: none"> Hospitals are now much cleaner. Healthier food is served to help patients recover quicker. Doctors and nurses have better training. They changed the way people thought about nurses and about women.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
British, after, long time, few, before, wealthy.	Head, nursing, trained, exists, awarded, sequence, before, after, chronological.	Town, few, years, before, Kingston, Jamaica, mixed race.	Refused, government, injured, knowledge, skills.	Same, different, compare, reason, sort.	Cleaner, hygiene, healthier, recover, patients, better, training.







Year 1 Disciplinary Skills <i>Sources and Evidence</i> Begin to identify and recount some details from the past from sources e.g. stories, photographs, paintings.	Year 1 Disciplinary Skills <i>Chronology</i> Sequence some events or 2 related objects in order using chronology vocab: before, after at the same time etc.	Year 1 Disciplinary Skills <i>Sources and Evidence</i> Begin to identify and recount some details from the past from sources e.g. stories, photographs, paintings.	Year 1 Disciplinary Skills <i>Chronology</i> Sequence some events or 2 related objects in order using chronology vocab: before, after at the same time etc.	Year 1 Disciplinary Skills <i>Change and Continuity</i> Recognise that some things have changed since the past.	Year 1 Disciplinary Skills <i>Similarities and Differences</i> Identify that some things within living memory are similar and some things are different.
Year 2 Disciplinary Skills <i>Sources and Evidence</i> Look at a source to find answers to questions about the past.	Year 2 Disciplinary Skills <i>Chronology</i> Put 4 events or objects in time order using chronology vocab: before after, now, later, past, present.	Year 2 Disciplinary Skills <i>Sources and Evidence</i> Look at a source to find answers to questions about the past.	Year 2 Disciplinary Skills <i>Chronology</i> Put 4 events or objects in time order using chronology vocab: before after, now, later, past, present.	Year 2 Disciplinary Skills <i>Change and Continuity</i> Recognise that some things have changed since the past and other things have stayed the same.	Year 2 Disciplinary Skills <i>Similarities and Differences</i> Recognise some similarities and differences between past and present.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
EYFS- Children will have knowledge of what a nurse is and they will know that there are important people from the past that we learn about. Y1/2A(Y2 children only)- Captain Cook landed on Botany Bay in 1770; Y1/2B: The Great Fire of London happened in 1666.	EYFS- Through shared stories, discussion and school visitors, children will know about the role of nurses now and how hospitals are kept clean. Y1/2A: (Y2 children only)- Kings and Queens. King Charles III is our current monarch. [Queen Victoria was on the throne at the time of Florence Nightingale and Mary Seacole].	EYFS- Learnt about hot places in the world through shared stories. Y1/2B: All children will have learnt about the town of Kingston, Jamaica as part of their work on contrasting localities in Geography.	EYFS- Through shared stories, discussion and school visitors, children will know about the role of nurses now and how patients are looked after. Y1/2A (Y2 children only)- Year 2 children will have learnt about the life of Captain Cook and his key achievements.	EYFS- children will know the language of comparison- same/different. They will have compared the toys they played with as a baby with those they play with now. Y1/2B Children will have made comparison between past and present Saltburn and past and present London-firefighting.	Y1/2B Children will have learnt that one of the positive things about the Great Fire of London was that it led to changes that have made life safer for us today. Y1/2A: (Y2 children only)- will have learnt of the impact that Captain Cook had in terms of what we now know about the world.



Year 3/4

Cycle A

History Sequences of Learning

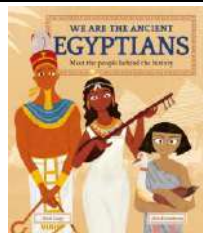
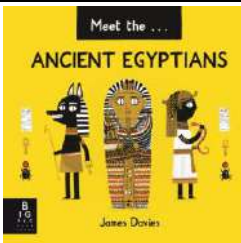


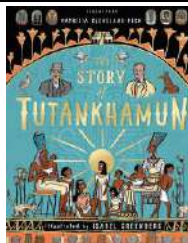
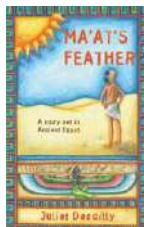

East Cleveland Mines and Mining: Local History Study		Term: Autumn	Year: 3/4 Cycle A		
National Curriculum	Key Substantive Knowledge				
<p>Pupils should be taught about:</p> <p><i>A local history study.</i></p> <p>All pupils should:</p> <p><i>Understand historical concepts such as continuity and change, cause and consequence.</i></p> <p><i>Understand the methods of historical enquiry.</i></p>	<ul style="list-style-type: none">Ironstone mining began in Redcar and Cleveland in the 1840s and many other mines opened in the next 20 years as the industry grew across the Borough.Lingdale was built in the 1870s as a village for the ironstone mine workers and was located next to an ironstone mine. People travelled from far and wide seeking work and many settled with their families and a community was soon established.Working in the mines was dirty, physically demanding and dangerous due to the risk of explosion and unstable structures.The families of miners found it difficult to manage on the wages that they received so many children had to leave school to gain work to bring money into the family home.The mine disaster of 1953 was the third and largest explosion which occurred at Lingdale where eight people were killed and a further 7 badly injured.As a result of this safety lamps were introduced and in modern times, workforce has been replaced with modern machinery which means fewer people and minimal danger.				
	Disciplinary Skills-Year 3		Disciplinary Skills-Year 4		
	<p>Sources and Evidence</p> <p>* Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past.</p> <p>Similarity and Differences</p> <p>* find out about the everyday lives of people in time studied compared with our life today.</p> <p>*identify key features, aspects and events of the time studied</p> <p>Continuity and Change</p> <p>*identify key things that stayed the same/changed between periods</p> <p>Cause and Consequence</p> <p>*understand that a cause is something directly linked to an event and not just something that happened before it</p> <p>*comment on the importance of the different causes for some key events.</p> <p>*start to understand that there are short and long-term causes of events</p> <p>comment on the importance of the different causes for some key events</p>		<p>Sources and Evidence</p> <p>*Use a range of given sources and understand the difference between primary and secondary sources.</p> <p>Continuity and Change</p> <p>*explain how people and events in the past have influenced life today</p> <p>*describe connections and contrasts between aspects of history, people, events and artefacts studied</p> <p>Cause and Consequence</p> <p>*explain a series of directly related events that happened in the lead up to a historical event</p> <p>*begin to understand that historical events create changes that have consequences</p> <p>*understand that historical events have consequences that sometimes last long after the event is over</p> <p>*start to understand that there are times in history when changes happens suddenly.</p>		
Quality Literature Links/Historical Sources					
					

Year 3/4 History Cycle A: East Cleveland Mines and Mining

Why is mining so important to our local history?

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Why was mining so important to our local area?</i>	<i>How did mining impact the local community?</i>	<i>What was life like for mining children?</i>	<i>What happened during the Lingdale mining disaster?</i>	<i>How has modern mining changed since?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Ironstone mining began in Redcar and Cleveland in the 1840s. • Ironstone was collected from the foreshore at Skinninggrove and a drift mine was built in the village in 1848. • The ironstone industry grew rapidly following the discovery of the Main Seam at Eston in June 1850 by John Vaughan and John Marley as well as the construction of a railway. • Many other mines opened in the next 20 years as the industry grew across the Borough. 	<ul style="list-style-type: none"> • Lingdale was built in the 1870s as a village for the ironstone mine workers and was located next to an ironstone mine. • People travelled from far and wide seeking work and many settled with their families and a community was soon established. • The village became well established with its own chapel, school, shops and reading room. • The mining industry thrived here during the 19th and 20th century and played a significant role in the local economy. 	<ul style="list-style-type: none"> • The families of miners found it difficult to manage on the wages that they received so many children had to leave school to gain work to bring money into the family home. • Trappy lads were used in the mines to monitor the gate which allowed the horses to pass through carrying the mined ironstone. • Working in the mines was dirty, physically demanding and dangerous due to the risk of explosion and unstable structures. 	<ul style="list-style-type: none"> • The mine disaster of 1953 was the third and largest explosion which occurred at Lingdale. • Fifteen people sustained burns and eight people subsequently died. • A large fall occurred along a span of unsupported roof, as miners extracted some pillars of ironstone. Debris of fire damp (flammable gas found in coal mines) made contact with an open flame from a lamp and ignited. • The flames shot 200 yards in either direction. • The mine closed shortly after this in 1962. 	<ul style="list-style-type: none"> • Firedamp explosions were previously unknown and as a result of the Lingdale disaster, naked lights were no longer used in ironstone mines in the Cleveland area, safety lamps were used instead. • Mining companies now use modern technology and equipment to locate coal, gemstones and metals. This means fewer people and minimal danger. • A modern recreation of a mine tub has been created on the railway track as a reminder of local heritage.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Farming community, ironstone, mining, growth, demand, worldwide, foreshore, drift mine, railway, industry.	Lingdale (Heather dale), ironstone, miners, workers, settlers, community, economy.	Wages, underground, injury, death, payment, tokens, budget.	Disaster, explosion, extraction, ironstone, fire damp, ignited, burns, death, naked flame.	Naked lamps, safety lamps, impact, cause, consequence, modern, technology, machinery, heritage, memorial.

Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills
<p><i>Historical Investigations</i></p> <p>Use a range of primary and secondary sources to find out about the past</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past</p> <p><i>(maps of Redcar & Cleveland Heritage Trail).</i></p>	<p><i>Continuity and Change</i></p> <p>Identify key things that stayed the same/changed between periods.</p>	<p><i>Knowledge and Understanding of Events and People in the Past</i></p> <p>Find out about the everyday lives of people in time studied compared with our life today</p>	<p><i>Cause and Consequence</i></p> <p>Comment on the importance of the different causes for some key events.</p>	<p><i>Cause and Consequence</i></p> <p>Understand that a cause is something directly linked to an event and not just something that happened before it</p> <p><i>Knowledge and Understanding of Events and People in the Past</i></p> <p>Identify key features, aspects and events of the time studied.</p>
Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills
<p><i>Historical Investigations</i></p> <p>Begin to undertake their own research.</p>	<p><i>Continuity and Change</i></p> <p>Start to explain the impact of some of the changes that have happened throughout different periods of time.</p>	<p><i>Knowledge and Understanding of Events and People in the Past</i></p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p><i>Cause and Consequence</i></p> <p>Explain a series of directly related events that happened in the lead up to a historical event</p>	<p><i>Cause and Consequence</i></p> <p>Start to understand that there are times in history when changes happens suddenly.</p> <p><i>Knowledge and Understanding of Events and People in the Past</i></p> <p>Explain how people and events in the past have influenced life today.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p>KS1- <i>Learnt about the importance of the Pease family to the local area through the Saltburn local area study. Understand the impact of the railways on the local area in terms of leisure.</i></p> <p>Y3/4B (Y4 children only)- <i>Year 4 children will have learnt about the Stone Age-Bronze Age and The Romans through Cycle B in Y3.</i></p>	<p>KS1- <i>Learnt that the railways allowed our area to grow as well as travel through study of Saltburn.</i></p>	<p>KS1- <i>Learnt how seaside holidays have changed for children and their families since the Victorian era through the Saltburn local area study.</i></p>	<p>KS1- <i>Learnt about the events leading up to, during and after the Great Fire of London. Understand some of the reasons why the fire spread so quickly and blazed for so long.</i></p>	<p>KS1- <i>Learnt about the changes to architecture when London was rebuilt and the wider changes that were brought into improve firefighting,</i></p> <p><i>Know the impact that Florence Nightingale has had on modern day nursing and healthcare.</i></p>

Ancient Egypt-The Achievements of the Earliest Civilisations		Term: Summer	Year: 3/4 Cycle A	
National Curriculum	Key Substantive Knowledge			
<p>Pupils should be taught about:</p> <p><i>The achievements of the earliest civilisations-an overview of where and when the first civilizations appeared and a depth study of one.</i></p> <p>All pupils should:</p> <p><i>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristics features of past non-European societies; achievements and follies of mankind.</i></p> <p><i>Understand the methods of historical enquiry.</i></p>	<ul style="list-style-type: none">• The earliest civilisations came about after people began to settle into villages, which then grew to become cities/city states. The earliest civilisations tell us that the location of where a group settled was very important for its ability to grow and succeed.• The land around the River Nile in Egypt was very fertile which led people to settle in villages along its banks. Over time these villages grew and turned into towns and cities.• During the same time period as the Bronze Age in Britain, the Ancient Egyptian civilisation was thriving with enormous cities and temples and Pharaoh kings ruling over the lands.• The Ancient Egyptians believed in life after death. They used a process called mummification to preserve the body after death because it was needed for the afterlife. Pyramids were built as tombs for Pharaohs and Queens and they held treasures for the afterlife.• Tutankhamun was the last of his dynasty of pharaohs to reign over Ancient Egypt. His tomb was discovered almost intact and still full of treasures in 1922 by Howard Carter.• The Egyptians’ inventions and discoveries have shaped the modern world that we live in today. They were skilled in architecture, mathematics and written language creating their own alphabetic code and inventing papyrus paper.			
	Disciplinary Skills-Year 3		Disciplinary Skills-Year 4	
	<p>Historical Interpretation</p> <p>* Look at more than two versions of the same event in history and identify differences.</p> <p>Sources and Evidence</p> <p>* Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past.</p> <p>Continuity and Change</p> <p>*Identify key things that stayed the same/changed between periods.</p> <p>*Find out how events in the past have influenced life today.</p> <p>Similarity and Differences</p> <p>*Find similarities and differences between places and civilisations e.g. Ancient Egyptian hierarchy or beliefs.</p> <p>Organising and Communicating</p> <p>*Presents findings about the past using speaking, writing, diagrams and tables.</p>		<p>Historical Interpretation</p> <p>* Investigate different accounts of historical events and explain some of the reasons why the accounts maybe different.</p> <p>Sources and Evidence</p> <p>*Use a range of given sources and understand the difference between primary and secondary sources.</p> <p>Continuity and Change</p> <p>*Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>*Explain how people and events in the past have influenced life today.</p> <p>Similarity and Differences</p> <p>*Explain similarities and differences between places and civilisations and/or an aspect of society e.g. Ancient Egyptian hierarchy or beliefs</p> <p>Organising and Communicating</p> <p>*Presents findings about the past using speaking, writing, diagrams and tables with increased detail and accuracy.</p>	
Quality Literature Links/Historical Sources				
<div></div>				

Year 3/4 History Cycle A: Ancient Egypt

Was there more to the Ancient Egyptians than mummies?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Where and when did the earliest civilisations appear?</i>	<i>What is the significance of the River Nile to Ancient Egypt?</i>	<i>What was life like in Ancient Egypt?</i>	<i>What did the Egyptians believe about life and death?</i>	<i>Who was Tutankhamun and why is he so significant?</i>	<i>What would historians say where the greatest achievements of the Egyptians?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Ancient civilisations came about after people began to settle into villages which then grew to become cities. • They often shared a common language, religion and culture. • The earliest civilisations tell us that the location of where a group settled was very important for its ability to grow and succeed. • The Ancient Sumer (4500BC) is considered to be the earliest civilisation and Historians believe that its influence stretched to Egypt hundreds of years before it became a civilisation itself (3000BC). 	<ul style="list-style-type: none"> • Long before the Ancient Egyptian civilisation, life in the Egyptian region had thrived for over 600,000 years because of the River Nile. • Its waters made the land surrounding the river's banks extremely fertile- a perfect place to grow food for future farmers. • Over time, the farming villages along the River Nile grew and turned into early towns and cities. These settlements, which shared a language, religion and culture, grouped together and were led by kings. • The civilisation started in 3100BC when lower and upper Egypt were united as one land after invasion. 	<ul style="list-style-type: none"> • During the same time period as the Bronze Age in Britain, the Ancient Egyptian civilisation was thriving with enormous cities and temples and Pharaoh kings ruling over the lands. • The most important people in society were the Pharaohs. They were believed to be the link between the Gods and the people. • They created all the laws and oversaw all the land, which belonged to them. • The largest and least important group in Egyptian society were known as the peasants. They were farmers and builders. • There were 5 different groups of people in society altogether. 	<ul style="list-style-type: none"> • The ancient Egyptians worshipped over 2000 gods and goddesses. • The Ancient Egyptians believed in life after death. • They believed that when they died their spiritual body would continue to exist in an afterlife very similar to their living world. • They used a process called mummification to preserve the body after death because it was needed for the afterlife. • Pyramids were built as tombs for Pharaohs and Queens and they held treasures for the afterlife. 	<ul style="list-style-type: none"> • Pharaohs were the kings of Ancient Egypt. • The boy king Tutankhamun the last of this dynasty to reign over Egypt. • He is famous because his body was found by the archaeologist, Howard Carter in 1922, almost fully intact and full of treasures. • Historians have been able to learn about life in Ancient Egypt by the artefacts that were buried with pharaohs like Tutankhamun. 	<ul style="list-style-type: none"> • The Egyptians' inventions and discoveries have shaped the modern world that we live in today. • They were skilled in architecture, mathematics and written language creating their own alphabetic code and inventing papyrus paper. • Historians sometimes disagree about aspects of history during these times, because ancient accounts were not always reliable.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
City state, influence, conquer, domesticate, animal husbandry, fertile, farming, settlements.	Flooding, civilisation, settlement, fertile, united, seasons, growing, harvesting, calendar.	Society, hierarchy, peasants, priests, officials, scribes, pharaohs, thriving, advanced.	Spirit, weather, fire, exist, process, preserve, worshipped, belief, similar.	Significant, dynasty, reign, intact, artefacts, excavation, tomb, pyramid, treasures.	Inventions, discovery, influence, source, evidence, legacy, interpret, reliable.






Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills
<p>Similarity and Differences Find similarities and differences between places and civilisations e.g. comparing the earliest civilisations.</p> <p>What did the first civilisations have in common?</p>	<p>Sources and Evidence Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past.</p> <p>Continuity and Change Identify key things that stayed the same/changed between periods. Prehistoric Egypt compared to Ancient Egypt.</p>	<p>Similarity and Differences Find similarities and differences between places and civilisations e.g. Ancient Egyptian hierarchy.</p> <p>Organising & Communicating Presents findings about the past using speaking, writing, diagrams and tables.</p>	<p>Sources and Evidence Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past.</p> <p>Similarity and Differences Find similarities and differences between places and civilisations e.g. beliefs.</p>	<p>Historical Interpretation Look at more than two versions of the same event in history and identify differences.</p> <p>Evidence and Sources Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past.</p>	<p>Continuity and Change Find out how events in the past have influenced life today.</p> <p>Organising & Communicating Presents findings about the past using speaking, writing, diagrams and tables.</p>
Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills
<p>Similarity and Differences Explain similarities and differences between the earliest civilisations: Ancient Sumer, Ancient Egyptians, Shang Dynasty of Ancient China etc.</p> <p>What was the same? Different? Why?</p>	<p>Sources and Evidence Use a range of given sources and understand the difference between primary and secondary sources.</p> <p>Continuity and Change Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Similarity and Differences Explain similarities and differences between places and civilisations and/or an aspect of society e.g. Ancient Egyptian hierarchy.</p> <p>Organising & Communicating Presents findings about the past using speaking, writing, diagrams and tables with increased detail and accuracy.</p>	<p>Sources and Evidence Use a range of given sources and understand the difference between primary and secondary sources.</p> <p>Similarity and Differences Explain similarities and differences between places and civilisations and/or an aspect of society e.g. belief systems.</p>	<p>Historical Interpretation Investigate different accounts of historical events and explain some of the reasons why the accounts maybe different.</p> <p>Evidence and Sources Use a range of given sources and understand the difference between primary and secondary sources.</p>	<p>Continuity and Change Explain how people and events in the past have influenced life today.</p> <p>Organising & Communicating Presents findings about the past using speaking, writing, diagrams and tables with increased detail and accuracy.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p>KS1- Learnt about work of Historians and their methods.</p> <p>Y3/4B (Y4 children only)- Year 4 children learnt about the earliest civilisations in Britain and they will know that the Romans conquered Egypt, as well as many other places.</p>	<p>KS1- Learnt what rivers are and where the major rivers in the UK are located.</p> <p>Y3/4- All children will have learnt about rivers in their previous geography topic.</p> <p>Y3/4B (Y4 children only)- Year 4 children will know that during the Neolithic period, farming communities were formed.</p>	<p>KS1- Through their studies in Y1/2, children will know that life has changed a great deal since the past.</p> <p>Y3/4B (Y4 children only)- Year 4 children will key features and aspects of life during Bronze Age Britain.</p>	<p>KS1- Some knowledge of different religious beliefs from RE learning.</p> <p>Y3/4B (Y4 children only)- Year 4 children will know that the Romans introduced Christianity to Britain and that up to that point Britain had held Pagan beliefs.</p>	<p>KS1- Learnt about monarchs and the roles of Kings and Queens in Britain.</p> <p>Y3/4B (Y4 children only)- Year 4 children will know the significance of other individuals such as the Roman Emperors Julius Caesar and Claudius Augustus.</p>	<p>KS1- Learnt about the achievements and impact of significant individuals. Florence Nightingale etc.</p> <p>Y3/4B (Y4 children only)- Year 4 children will have learnt about impact that the Romans had on Britain and how that impacts life today.</p>



Year 3/4

Cycle B

History Sequences of Learning







Changes in Britain: The Stone Age		Term: Autumn	Year: 3/4 Cycle B
National Curriculum	Key Substantive Knowledge		
<p>Pupils should be taught about:</p> <p><i>Changes in Britain from the Stone Age to the Iron Age.</i></p> <p>All pupils should:</p> <p><i>Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the time periods they study.</i></p>	<ul style="list-style-type: none">The phrase stone age refers to a time period before history when tools and weapons were made from stone, bones and other natural materials.It began 2.5 million years ago and ended approximately 4-6000 years ago with the discovery that metal could be used to make tools and weapons. It is such a large timescale that it has been divided into 3 ages: Palaeolithic, Mesolithic and Neolithic.The Palaeolithic Age is the longest period in the Stone Age. During this time, humans travelled to where the climate would allow them to live; they were known as Nomads and hunter-gatherers.Historians think that Mesolithic people probably lived in small tent-like huts made out of wooden poles, although not permanently, as they still moved around to find food at different times.Early man did not communicate verbally in the way we do now. Cave drawings were painted onto the walls of their homes and were used for decoration. They show animals that were hunted and the weapons used by early man so are a valuable artefact.New Stone Age; people were living in stone-built houses, in small communities, keeping animals and growing crops.		
	Disciplinary Skills-Year 3		Disciplinary Skills-Year 4
	<p>Chronology</p> <p>*Use an increasing range of words, dates and phrases relating to the passing of time e.g. BC, AD, era, period.</p> <p>Historical Interpretation</p> <p>* Look at more than two versions of the same event in history and identify differences.</p> <p>Sources and Evidence</p> <p>* Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past.</p> <p>Continuity and Change</p> <p>*Identify key things that stayed the same/changed between periods.</p> <p>*Find out how events in the past have influenced life today.</p> <p>Similarity and Differences</p> <p>*Find similarities and differences between places and civilisations e.g. Ancient Greek hierarchy or beliefs.</p> <p>Organising and Communicating</p> <p>*Presents findings about the past using speaking, writing, diagrams and tables.</p>		<p>Chronology</p> <p>*Place and describe some historical periods and eras on a timeline. Use dates (BC and AD) as well key terms accurately.</p> <p>Historical Interpretation</p> <p>* Investigate different accounts of historical events and explain some of the reasons why the accounts maybe different.</p> <p>Sources and Evidence</p> <p>*Use a range of given sources and understand the difference between primary and secondary sources.</p> <p>Continuity and Change</p> <p>*Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>*Explain how people and events in the past have influenced life today.</p> <p>Similarity and Differences</p> <p>*Explain similarities and differences between places and civilisations and/or an aspect of society e.g. Ancient Greek hierarchy or beliefs</p> <p>Organising and Communicating</p> <p>*Presents findings about the past using speaking, writing, diagrams and tables with increased detail and accuracy.</p>
Quality Literature Links/Historical Sources			
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Year 3/4 History Cycle B: The Stone Age

What was life like for early man?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>When was the Stone Age?</i>	<i>How did man survive in the Palaeolithic Age?</i>	<i>Where did people begin to settle in the Mesolithic Age and why?</i>	<i>How did Early man communicate?</i>	<i>What can a study of Skara Brae tell us about life in the late Neolithic Age?</i>	<i>How did the three periods of the Stone Age compare?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> The phrase stone age refers to a time period before history when tools and weapons were made from stone, bones and other natural materials. It began 2.5 million years ago and ended approximately 4-6000 years ago with the discovery that metal could be used to make tools and weapons. Because it was such a large timescale, it was divided into three periods: Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age). 	<ul style="list-style-type: none"> The Palaeolithic Age is the longest period in the Stone Age. The climate changed a lot during the Palaeolithic period. For much of the time, most of Northern Europe was covered in ice. During this time, humans travelled to where the climate would allow them to live; they were known as Nomads. They made stone tools, hunted and killed animals and collected seaweed and shellfish from the sea. They then used the animal skins to make warm clothes and shoes. 	<ul style="list-style-type: none"> Historians think that Mesolithic people probably lived in small tent-like huts made out of wooden poles, although not permanently, as they still moved around to find food at different times. They would settle in places that were near to rivers or lakes for fishing or forests for hunting or foraging for nuts, berries and wild vegetables. Flint tools and weapons were now much better shaped and easier to use. Archaeologists have found evidence of a circular structure in Northumberland believed to be a hut around 10,000 years old. 	<ul style="list-style-type: none"> Early man did not communicate verbally in the way we do now. Cave drawings were painted onto the walls of their homes and were used for decoration. They show animals that were hunted and the weapons used by early man. Paints were made from natural materials like berries and coloured dirt, with grasses and twigs shaped into brushes. Historians also believed that they were a way of communicating messages. 	<ul style="list-style-type: none"> Skara Brae was a stone built Neolithic settlement where an early farming community lived over 5000 years ago, off the coast of Scotland. It was discovered in 1850 and then excavated by archaeologists over a period of time. The village is a World Heritage site and is older than the Great Pyramids in Egypt. About fifty people are thought to have lived there in eight round-shaped houses. Inside the houses there is stone furniture; there were even simple toilets. Pottery, axes, knives and pieces of jewellery were also found there. 	<ul style="list-style-type: none"> Old Stone Age: early humans lived in caves and hunted animals for food with sharpened sticks, then roughly-shaped stone weapons or bows and arrows. Middle Stone Age: people began making tent-like homes with animal skins and small houses from wooden frames covered with grass and mud. Tools and weapons were much better shaped and easier to use. New Stone Age; people were living in stone-built houses, in small communities, keeping animals and growing crops.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Natural, discovery, time period, timescale.	Climate, Nomads, hunter-gatherer, period.	Permanent, Nomadic, settle, forage, flint, circular, structure.	Communicate, verbally, language, natural, message, decoration.	Community, settlement, village, excavate, site, heritage.	Compare, contrast, same, different, sort, organise, present.

Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills
<p>Chronology Use an increasing range of words, dates and phrases relating to the passing of time e.g. BC, AD, era, period.</p> <p>Match images with dates and describe how they are ordered.</p>	<p>Sources and Evidence Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past.</p>	<p>Similarity and Differences Find similarities and differences between places and civilisations e.g. Ancient Egyptian hierarchy.</p> <p>Organising & Communicating Presents findings about the past using speaking, writing, diagrams and tables.</p>	<p>Sources and Evidence Gather more detail from sources such as drawings, maps and photographs to build up a clearer picture of the past.</p> <p>What can images such as image 2 tell us about where middle stone age man settled?</p>	<p>Sources and Evidence Gather more detail from sources such as drawings, maps and photographs to build up a clearer picture of the past.</p>	<p>Similarity and Differences Find similarities and differences between places and civilisations e.g. life through the stone ages.</p> <p>Organising & Communicating Presents findings about the past using speaking, writing, diagrams and tables.</p>
Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills
<p>Chronology Place and describe some historical periods and eras on a timeline. Use dates (BC and AD) as well key terms accurately.</p> <p><i>Create a Stone Age-Iron Age timeline given the events provided. Use the dates to order and place.</i></p> <p>950 000 BC – earliest evidence of people in Palaeolithic Stone Age Britain</p> <p>AD 43 – the Iron Age ends when the Roman Conquest of Britain begins</p> <p><i>Plus key events in between.</i></p>	<p>Sources and Evidence Use a range of given sources and understand the difference between primary and secondary sources.</p>	<p>Similarity and Differences Explain similarities and differences between places and civilisations and/or an aspect of society e.g. Ancient Egyptian hierarchy.</p> <p>Organising & Communicating Presents findings about the past using speaking, writing, diagrams and tables with increased detail and accuracy.</p>	<p>Sources and Evidence Use a range of given sources and understand the difference between primary and secondary sources.</p> <p>What can images such as image 3 tell us about where middle stone age man settled?</p> <p>Why can historians not be certain about life during this time?</p>	<p>Sources and Evidence Use a range of given sources and understand the difference between primary and secondary sources.</p>	<p>Similarity and Differences Explain similarities and differences between places and civilisations and/or an aspect of society e.g. life through the stone ages.</p> <p>Organising & Communicating Presents findings about the past using speaking, writing, diagrams and tables with increased detail and accuracy.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p>KS1- know that a timeline is used to sequence and organise events from the past. Used one to sequence significant individuals studied.</p> <p>Y3/4A (Y4 children only)- know that the Ancient Egyptian civilisation was at the same time as the Stone Age-Iron Age.</p>	<p>Y3/4A (Y4 children only)- know that at the same time the Ancient Egyptians were settling near the River Nile and farming communities were spreading due to the fertile soils.</p>	<p>Y3/4A (Y4 children only)- know that the Ancient Egyptians also settled near to rivers due to the fertile soils that they offered for farming and for transportation.</p>	<p>KS1: know that maps tell us about Captain Cook's expeditions.</p> <p>Y3/4A (Y4 children only)- know whilst this was the case in Britain, in Ancient Egypt they had developed their own common language.</p>	<p>Y3/4A (Y4 children only)- will know that archaeologists excavated the tomb of Tutankhamun and found artefacts that have helped us to gain a clearer picture of life in the past.</p>	<p>Y3/4A (Y4 children only)- will have compared life for the different groups of people living in Ancient Egypt.</p>


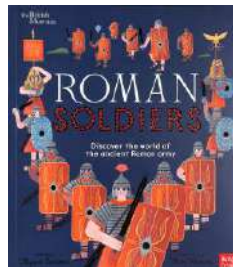




Changes in Britain: Bronze Age-Iron Age		Term: Spring	Year: 3/4 Cycle B
National Curriculum	Key Substantive Knowledge		
<p>Pupils should be taught about:</p> <p><i>Changes in Britain from the Stone Age to the Iron Age.</i></p> <p>All pupils should:</p> <p><i>Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the time periods they study.</i></p>	<ul style="list-style-type: none">• The Bronze Age was a very important era in British History. This era was defined by the technology to make bronze, which was then used to make tools, weapons, armour and building materials.• Towards the end of the Stone Age, people came over to Britain from mainland Europe. These people brought with them new knowledge and skills, and one of these skills was how to make things out of bronze.• During the Bronze Age, people were buried near to Stonehenge with objects that others believed they might need in the next world, meaning they also believed in an afterlife.• The Iron Age gets its name because people began to use iron instead of bronze to produce weapons and tools. Better tools for agriculture improved farming and this meant that the population began to rise.• Iron Age people (known as Celts) then began to live in tribes that fought against each other to try to gain land and power. They lived in small communities or tribes which were often based in hill forts, which offered more protection against invaders.		
	Disciplinary Skills-Year 3		Disciplinary Skills-Year 4
	<p>Chronology</p> <p>*Use an increasing range of words, dates and phrases relating to the passing of time e.g. BC, AD, era, period.</p> <p>Sources and Evidence</p> <p>* Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past.</p> <p>Similarity and Differences</p> <p>* find out about the everyday lives of people in time studied compared with our life today.</p> <p>Continuity and Change</p> <p>*identify key things that stayed the same/changed between periods</p> <p>Cause and Consequence</p> <p>*understand that a cause is something directly linked to an event and not just something that happened before it</p> <p>Organising and Communicating</p> <p>*Presents findings about the past using speaking, writing, diagrams and tables.</p>		<p>Chronology</p> <p>*Place and describe some historical periods and eras on a timeline. Use dates (BC and AD) as well key terms accurately.</p> <p>Sources and Evidence</p> <p>*Use a range of given sources and understand the difference between primary and secondary sources.</p> <p>Similarity and Differences</p> <p>*Explain similarities and differences between places and civilisations and/or an aspect of society.</p> <p>Continuity and Change</p> <p>*Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Cause and Consequence</p> <p>*explain a series of directly related events that happened in the lead up to a historical event</p> <p>Organising and Communicating</p> <p>*Presents findings about the past using speaking, writing, diagrams and tables with increased detail and accuracy.</p>
Quality Literature Links/Historical Sources			
<div></div>			

Year 3/4 History Cycle B: Bronze Age-Iron Age

What was the impact of Bronze and Iron on early society?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>When was the Bronze Age?</i>	<i>How did bronze replace stone?</i>	<i>Were people in the Bronze Age religious?</i>	<i>When was the Iron Age and what happened in it?</i>	<i>What was it like to live in an Iron Age Hillfort?</i>	<i>Bronze to Iron Age Britain: how did life change during this time?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> The Bronze Age was a very important era in British History. Historians usually put its start date between 2500-2000BC. It lasted for 1500 years and ended in 800BC. This era was defined by the technology to make bronze, which was then used to make tools, weapons, armour and building materials. 	<ul style="list-style-type: none"> Towards the end of the Stone Age, people came over to Britain from mainland Europe. These people brought with them new knowledge and skills. One of these skills was how to make things out of bronze. This had a significant impact on life in Britain, as bronze is much stronger, it meant that people could make much better tools. The improvement of farming tools meant that people could grow more food to eat. People could also make more desirable objects to trade. 	<ul style="list-style-type: none"> The settlers who came from mainland Europe also brought with them new religious and spiritual beliefs. Many stone circles were built during this time, and although Historians don't know the exact reason why, they believe they may have been used for religious worship. Stonehenge is the most famous stone circles that still exists today. Built during the Stone Age but burial mounds were added during the Bronze Age. During the Bronze Age, people were buried with objects that others believed they might need in the next world, meaning they also believed in an afterlife. 	<ul style="list-style-type: none"> The Iron Age in Britain began around 2800 years ago. It gets its name because people began to use iron instead of bronze to produce weapons and tools. Better tools for agriculture improved farming and this meant that the population began to rise. Iron Age people (now known as Celts) then began to live in tribes that fought against each other to try to gain land and power. The discovery of iron meant that lethal weapons could be made to use against each other. 	<ul style="list-style-type: none"> Iron Age people lived in small communities or tribes which were often based in hill forts. These were like small towns and were well protected against invaders because they were built on top of hills. Farmers in these communities grew crops and kept a variety of animals. Some people worked as carpenters, metal workers and potters. Residents lived in small, round houses with thatched straw roofs. Each house had a fire in the centre for heat and cooking. 	<ul style="list-style-type: none"> Both lived in roundhouses but Bronze Age people lived in roundhouses in small farm settlements, whereas the Celts lived in them in large hillforts. Celts lived in Tribes and started attacking each other whereas Bronze Age man lived peacefully. During both the Bronze and Iron Age, most people were farmers. Iron tools were stronger and sharper which made farming easier and quicker and farms became larger.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Era, time period, BC, technology, materials, defined.	Mainland, settlers, impact, significant, cause, consequence.	Settlers, beliefs, spiritual, cause, consequence, worship, burial, mounds.	Celts, agriculture, lethal, tribes, discovery.	Community, tribes, hill fort, invaders, variety, residents.	Compare, contrast, same, different, change.

Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills
<i>Chronology</i> Use an increasing range of words, dates and phrases relating to the passing of time e.g. BC, AD, era, period.	<i>Sources and Evidence</i> Gather more detail from sources such as artefacts to build up a clearer picture of the past. <i>Continuity and Change</i> Identify key things that stayed the same/changed between the Stone Age and the Bronze Age.	<i>Similarity and Differences</i> Find out about the everyday lives of people in time studied compared with our life today. <i>What can we learn about the beliefs of Bronze Age people?</i>	<i>Sources and Evidence</i> Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past. <i>Cause and Consequence</i> Understand that a cause is something directly linked to an event and not just something that happened before it Were all these changes positive?	<i>Similarity and Differences</i> Find similarities and differences between places and civilisations e.g. In what ways is the way we live now different/the same? <i>Evidence and Sources</i> Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past.	<i>Similarity and Differences</i> Find similarities and differences between places and civilisations e.g. settlements and tools and farming. <i>Organising & Communicating</i> Presents findings about the past using, diagrams.
Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills
<i>Chronology</i> Place and describe some historical periods and eras on a timeline. Use dates (BC and AD) as well key terms accurately.	<i>Sources and Evidence</i> Use a range_of given sources such as artefacts to compare different civilisations. <i>Continuity and Change</i> Describe_connections and contrasts between Stone Age Britain and Bronze Age Britain.	<i>Similarity and Differences</i> Explain similarities and differences between places and civilisations <i>What can we learn about the beliefs of Bronze Age people?</i> <i>How did the beliefs of the Ancient Egyptians compare?</i>	<i>Sources and Evidence</i> Use a range_of given sources and understand the difference between primary and secondary sources. <i>Cause and Consequence</i> Explain a series of directly related events that happened in the lead up to a historical event. What happened that made the Celts fight against each other?	<i>Similarity and Differences</i> Explain similarities and differences between places and civilisations and/or an aspect of society e.g. How does the way we live now compare to this? <i>Evidence and Sources</i> Use a range_of given sources and understand the difference between primary and secondary sources.	<i>Similarity and Differences</i> Explain similarities and differences between an aspect of society e.g. settlements and tools and farming. <i>Organising & Communicating</i> Presents findings about the past using diagrams with increased detail and accuracy.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
KS1- know what a timeline is and how it is presented. Y3/4- know about the chronology of the Stone Age. Y3/4A (Y4 children only)- know that the Ancient Egyptian civilisation was at the same time as the Stone Age-Iron Age.	KS1: compared aspects of life at the same time for different groups-Florence and Mary. Y3/4- All children will know that up to this point, stone, animal bones and other natural materials were the only resources available to Early man. British Values: Diverse Britain.	Y3/4A (Y4 children only)- Will know that the Egyptians believed in multiple Gods and Goddesses who were half-animal/half-human. They believed in preserving the body for the afterlife and were buried with treasures needed for the afterlife.	Y3/4- know about life in both the Stone and Bronze Age in order to make comparisons with the Iron Age.	Y3/4: will have studied the Late Neolithic farming settlement of Skara Brae to learn about life during the New Stone Age. Y3/4A (Y4 children only)- will know about Ancient Egypt's thriving cities.	KS1- compare modern-day London with London in 1666. Y3/Y4 will have made comparison between the three periods of the Stone Age. Will have enough knowledge of Bronze Age and Iron Age settlements to be able to compare- may need prompt cards for some.

The Roman Empire and its impact on Britain		Term: Summer	Year: 3/4 Cycle B		
National Curriculum	Key Substantive Knowledge				
<p>Pupils should be taught about:</p> <p><i>The Roman Empire and its impact on Britain.</i></p> <p>All pupils should:</p> <p><i>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.</i></p>	<ul style="list-style-type: none">The Ancient Roman civilisation lasted from 753BC to 476AD.As Britain had lots of goods, land and slaves, which the Romans wanted, the Roman Emperor Julius Caesar, made two failed attempts to invade Britain. 100 years later, Emperor Claudius invaded and managed to take over the South of England.Before the Romans successfully invaded Britain in 43AD, the land was inhabited by Iron Age people, known as the Celts. These people lived in separate tribal kingdoms each with their own Celt leader.After the Roman invasion, the Romans introduced one central government, built new forts, new settlements and an extensive network of roads to make it easier to travel and trade. Britain was far cleaner and more civilised.Queen Boudica was a Celt leader who tried to resist Roman rule. The Romans took away land and farms from her tribe and refused to let her remain in power because she was a woman. She led her army against the Romans but was ultimately defeated.The Romans left Britain to defend other parts of the empire. This meant that Britain was left undefended and vulnerable to attack and further invasion.				
	Disciplinary Skills-Year 3		Disciplinary Skills-Year 4		
	<p>Chronology</p> <p>*Use an increasing range of words, dates and phrases relating to the passing of time e.g. BC, AD, era, period.</p> <p>Sources and Evidence</p> <p>* Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past.</p> <p>Similarity and Differences</p> <p>* find out about the everyday lives of people in time studied compared with our life today.</p> <p>Continuity and Change</p> <p>*identify key things that stayed the same/changed between periods</p> <p>Cause and Consequence</p> <p>* comment on the importance of the different causes for some key events.</p> <p>*start to understand that there are short and long-term causes of events</p> <p>Organising and Communicating</p> <p>*Presents findings about the past using speaking, writing, diagrams and tables.</p>		<p>Chronology</p> <p>*Place and describe some historical periods and eras on a timeline. Use dates (BC and AD) as well key terms accurately.</p> <p>Sources and Evidence</p> <p>*Use a range of given sources and understand the difference between primary and secondary sources.</p> <p>Similarity and Differences</p> <p>*Explain similarities and differences between places and civilisations and/or an aspect of society.</p> <p>Continuity and Change</p> <p>*Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Cause and Consequence</p> <p>*Understand that historical events have consequences that sometimes last long after the event is over</p> <p>Organising and Communicating</p> <p>*Presents findings about the past using speaking, writing, diagrams and tables with increased detail and accuracy.</p>		
Quality Literature Links/Historical Sources					
					

Year 3/4 History Cycle B: The Roman Empire and its impact on Britain					
What was Britain like before and after the Romans Invaded?					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who were the Romans and why did they come to Britain?</i>	<i>What was Britain like before they arrived?</i>	<i>How did the Scottish tribes choose to fight the Romans?</i>	<i>Who was Boudica and why did she rebel against the Romans?</i>	<i>What was Britain like during this time? How had it changed?</i>	<i>What happened as a consequence of the Romans leaving Britain?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • The Ancient Roman civilisation began in 753BC when the city of Rome was founded. • Britain had lots of goods, land and slaves, which the Romans wanted. • The Roman Emperor Julius Caesar, made two failed attempts to invade Britain. • 100 years later, Emperor Claudius took over the South of England. • After many decades, eventually all of England was under Roman rule. 	<ul style="list-style-type: none"> • Before the Romans successfully invaded Britain in 43 AD, the land was inhabited by Iron Age people, known as the Celts. • These people lived in separate tribal kingdoms each with their own Celt leader. • There were no towns or proper roads and most Britons were farmers who rarely left their farming community or travelled. 	<ul style="list-style-type: none"> • The Scots used small surprise attacks instead of facing a full battle. • However, the Romans forced the Scottish tribes into a full battle. The Romans did this because their army was more organised than the Scottish tribes, so they thought they would win. • Despite this the Scots were able to keep attacking the Roman army and eventually the Scottish Tribes forced the Romans to leave Scotland. • The Romans built Hadrian's Wall to keep invaders from the North out of Roman Britain. 	<ul style="list-style-type: none"> • Boudica was a queen of the Celtic Iceni tribe and the wife of King Prasutagus. • When the Romans invaded, they allowed King Prasutagus to continue to rule his tribe however, when he died, the Romans wanted it back as they didn't believe women had the rights to land or power • Boudica convinced other Celtic tribes to help her rebel and they set fire to cities and destroyed many Roman buildings. • The Romans eventually defeated Boudica and her armies but not before she killed many people. 	<ul style="list-style-type: none"> • The Romans introduced one central government, built new forts, new settlements and an extensive network of roads to make it easier to travel and trade. They built new towns protected by walls with everything a citizen of Roman Britain could need: houses, shops, temples, meeting places, workhouses and bathhouses. • Britain became cleaner and more civilised. It ended up looking just like Rome. 	<ul style="list-style-type: none"> • The Roman armies left Britain in 410AD because their armies were needed to defend other parts of the empire. • This had significant consequences for Britain both negative and positive. • Positive: they were free to rule the country as they wished and did not have to pay taxes to the Romans. • Negative: there was no army to guard the city walls, which left Britain vulnerable to further invasion, also the Romans looked after the roads so that people could travel and trade.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Civilisation, founded, attempt, slaves, decades.	Inhabited, tribe, tribal, kingdom.	Tribe, force, attack, defend, invade.	Tribe, rights, rebel, resist, defeated.	Government, network, citizen, civilised.	Cause, event, consequence.




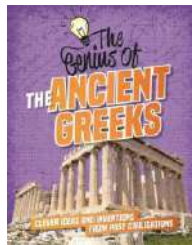
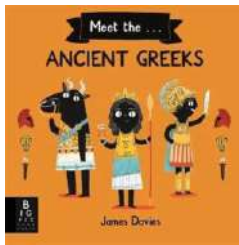

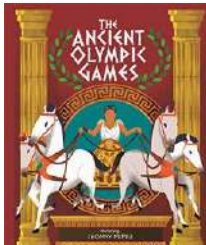

Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills
<i>Chronology</i> Use an increasing range of words, dates and phrases relating to the passing of time e.g. BC, AD, era, period.	<i>Similarities and Differences</i> Identify key features, aspects and events of the time studied. <i>Sources and Evidence</i> Gather more detail from sources such as artefacts and reconstructed drawings to build up a clearer picture of the past.	<i>Cause and Consequence</i> Comment on the importance of the different causes for some key events. Start to understand that there are short and long-term causes of events.	<i>Similarities and Differences</i> Identify key features, aspects and events of the time studied. <i>How would life have been different for Queen Boudica if she were alive today?</i>	<i>Sources and Evidence</i> Gather more detail from sources such as maps and artefacts to build up a clearer picture of the past. <i>Continuity and Change</i> Identify key things that stayed the same/changed between periods. <i>How did Britain change after the Romans invaded?</i>	<i>Cause and Consequence</i> Comment on the importance of the different causes for some key events. Start to understand that there are short and long-term causes of events.
Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills
<i>Chronology</i> Place and describe some historical periods and eras on a timeline. Use dates (BC and AD) as well key terms accurately.	<i>Similarities and Differences</i> Explain similarities and differences between places and civilisations and/or an aspect of society e.g. Iron Age Britain and Roman Britain. <i>Sources and Evidence</i> Use a range of given sources and understand the difference between primary and secondary sources.	<i>Cause and Consequence</i> Begin to understand that historical events create changes that have consequences Understand that historical events have consequences that sometimes last long after the event is over	<i>Similarities and Differences</i> Explain similarities and differences between an aspect of society e.g. the treatment of Boudica due to being a woman. <i>How would life have been different for Queen Boudica if she were alive today? Explain why.</i>	<i>Sources and Evidence</i> Use a range of given sources and understand the difference between primary and secondary sources. <i>Continuity and Change</i> Describe connections and contrasts between aspects of history, people, events and artefacts studied. <i>Describe how Britain changed under Roman rule. Did anything stay the same?</i>	<i>Cause and Consequence</i> Begin to understand that historical events create changes that have consequences Understand that historical events have consequences that sometimes last long after the event is over
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
KS1- Learnt about different types of settlements in Geography. Y3/4A (Y4 children only)- Year 4 children will know that the Ancient Egyptian civilisation ended in 30BC when the Romans invaded Egypt.	KS1- Learnt about what life was like in London in the past through their study of the Great Fire of London. Y3/4 All children will have learnt about Iron Age Britain.	KS1- will know about the geography of the UK and the countries within it. They will know that Hadrian's wall is a famous landmark.	KS1- Learnt about different monarchs and know some that ruled over Britain in the past. Know that Mary Seacole was not treated equally, due to her coming from Jamaica.	KS1- know how London changed from 1066 to modern day. Y3/4- know how settlements, and farming and tools changed from the Stone Age to the Iron Age. Will know what Britain was like in the Iron Age, before the Romans.	KS1- will have considered what caused the Great Fire to spread so quickly. Y3/4A (Y4 children only)- will have discussed cause and consequence during the lessons on the Lingdale mining disaster.



Year 5/6

Cycle A

History Sequences of Learning

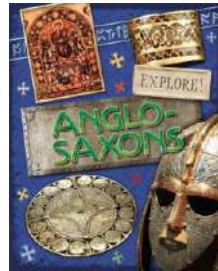

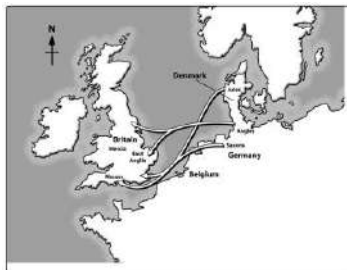



Ancient Greece		Term: Autumn	Year: 5/6 Cycle A	
National Curriculum	Key Substantive Knowledge			
<p>Pupils should be taught about:</p> <p><i>The achievements of the earliest civilisations-an overview of where and when the first civilizations appeared and a depth study of one.</i></p> <p>All pupils should:</p> <p><i>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristics features of past non-European societies; achievements and follies of mankind.</i></p> <p><i>Understand the methods of historical enquiry.</i></p>	<ul style="list-style-type: none">• The Ancient Greek empire was around 800BC to 146BC and was divided into three different periods; it ended when the Roman defeated the Greeks.• The Ancient Greeks worshipped many Gods and Goddesses. They believed that the Gods and Goddesses watched over them, were like humans but lived forever, and were very powerful.• Greece was divided up into small city-states so the country was not controlled by one central government or king. Despite regularly battling with each other, they all shared a common language and certain beliefs.• Athens was a democratic city-state, which meant that it was run fairly but Sparta was ruled by two kings who made all the decisions.• The Greeks gave us the Olympic Games; they were largely responsible for the invention of modern mathematics, sculpture, philosophy, science and medicine and even our language has roots in Ancient Greece.			
	Disciplinary Skills-Year 5		Disciplinary Skills-Year 6	
	<p>Chronology</p> <p>* order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Historical Interpretation</p> <p>* start to understand the difference between primary and secondary evidence and start to question its reliability</p> <p>Sources and Evidence</p> <p>* distinguish between a primary and secondary source of information when investigating the past;</p> <p>Continuity and Change</p> <p>* describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Similarity and Differences</p> <p>* explain and give varied examples of how life was similar and different in the past.</p> <p>Organising and Communicating</p> <p>* present structured and organised findings about the past using speaking, writing, IT, drama and drawing skills.</p>		<p>Chronology</p> <p>*accurately use dates and terms to describe historical events *Understand how some historical events/periods occurred concurrently in different locations, e.g. Ancient Greece and Ancient Egypt.</p> <p>Historical Interpretation</p> <p>* find and analyse a wide range of evidence about the past</p> <p>*consider different ways of checking the accuracy of interpretations of the past and how different viewpoints have an impact.</p> <p>Sources and Evidence</p> <p>*locate and analyse relevant information to justify claims about the past.</p> <p>Continuity and Change</p> <p>* show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time.</p> <p>Similarity and Differences</p> <p>* explain and give examples to show that things may have been different from place to place at the same time</p> <p>*start to give reasons for these similarities and differences.</p> <p>Organising and Communicating</p> <p>* present information in the most appropriate way.</p>	
Quality Literature Links/Historical Sources				
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Year 5/6 History Cycle A: Ancient Greece

What was it like to live in Ancient Greece?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6/7
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Where were the Ancient Greeks in place and time?</i>	<i>What were their beliefs?</i>	<i>What was it like to live in Ancient Greece for different types of people?</i>	<i>How was Ancient Greece ruled?</i>	<i>How and why was life in Sparta different to Athens?</i>	<i>What else have the Ancient Greeks achieved?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • The Ancient Greek empire was around 800BC to 146BC. • It ended when the Roman defeated the Greeks. • The history of Ancient Greece is divided into three different periods: Archaic, Classical and Hellenistic. • The people of Greece lived in mainland Greece, and the Greek islands but also in colonies scattered around the Mediterranean Sea. 	<ul style="list-style-type: none"> • The Ancient Greeks worshipped many Gods and Goddesses. • They believed that the Gods and Goddesses watched over them, were like humans but lived forever, and were very powerful. • Each god and goddess had a power over a different aspect of life or the world. • Greek gods and goddesses were placed in temples such as the Parthenon in Athens. 	<ul style="list-style-type: none"> • Most of the Ancient Greeks lived by farming, fishing and trade. Others were soldiers, scholars, scientists and artists. • Most people lived in villages or in the countryside. Many Greeks were poor and life was hard, because farmland, water and timber for building were scarce. • Greek cities had beautiful temples with stone columns and statues, and open-air theatres where people sat to watch plays. • Wealthy Greek had jewellery and were buried with it in their tombs. 	<ul style="list-style-type: none"> • Greece was divided up into small city-states. • The country was not controlled by one central government or king. • Athens was a democratic city-state, which meant that it was run fairly. • Democracy allowed men to vote; Britain is a democratic society today. • Sparta was ruled by two kings who made all the decisions. • Despite being separate entities and regularly battling, the city-states did share the same language and certain religious beliefs. 	<ul style="list-style-type: none"> • Athens was known for democracy and Sparta for its military strength. • Athenians believed in education but only for boys and wealthy girls, if they were educated at home. The Athenians wanted to expand their land, which led to many battles. • Spartans were raised to be in the army and boys would train from a young age. Women couldn't join but had to train to be fit and healthy. • The Spartans fought with other city-states but did not try to invade other cities or claim land. 	<ul style="list-style-type: none"> • The Greeks gave us the Olympic Games. The very first games took place in 776BC and was very different to the modern-day games. • The Greeks were largely responsible for the invention of modern mathematics, sculpture, philosophy, science and medicine. • Our language has roots in ancient Greece from individual letters through to complete words.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Empire, defeat, period, colony, archaic, classical.	Temple, belief, pagan, aspect, worship, immortal.	Trade, scholar, timber, scarce, open-air, amphitheatre	State, central, government, democratic, democracy, entity	Military, wealthy, participate, expand, claim, raised.	Invention, modern, roots, ancient, responsible.

Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills
Chronology Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Can you place the key events on a timeline and explain which events took place in which period?	Sources and Evidence Distinguish between a primary and secondary source of information when investigating the past. Similarity and Differences Explain and give varied examples of how life was similar and different in the past. What was the same/different about the beliefs of the Greeks and that of the Egyptians?	Sources and Evidence Distinguish between a primary and secondary source of information when investigating the past. Similarity and Differences Explain and give varied examples of how life was similar and different in the past. How was life different for different groups of people? Men/Women/ Poor/Wealthy.	Sources and Evidence Distinguish between a primary and secondary source of information when investigating the past. Organising and Communicating Present structured and organised findings about the past using speaking, writing, IT, drama and drawing skills.	Similarity and Differences Explain and give varied examples of how life was similar and different in the past. In what ways was life in Athens the same or different to that in Sparta?	Continuity and Change Describe connections and contrasts between aspects of history, people, events and artefacts studied. What has stayed the same/changed about the Olympic games?
Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills
Chronology Accurately use dates and terms to describe historical events. Understand how some historical events/periods occurred concurrently in different locations. Can you place the key events on a timeline and explain which events took place in which period? Add what was happening elsewhere in the world and in Britain too.	Sources and Evidence Locate and analyse relevant information to justify claims about the past. Similarity and Differences Explain and give examples to show that things may have been different from place to place at the same time How did the beliefs of the Ancient Greeks compare with that of the Ancient Egyptians and Ancient Maya?	Sources and Evidence Locate and analyse relevant information to justify claims about the past. Similarity and Differences Explain and give examples to show that things may have been different from place to place at the same time Is it true that it was a better life for males than females living in Ancient Greece?	Sources and Evidence Locate and analyse relevant information to justify claims about the past. Different city-states in Greece were not always ruled fairly for different types of people- prove it. Organising and Communicating Present information in the most appropriate way.	Similarity and Differences Explain and give examples to show that things may have been different from place to place at the same time In what ways was life in Athens the same or different to that in Sparta? Why might these differences have arisen?	Continuity and Change Show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time. How has the Olympic games stayed the same and changed since Ancient times? Why might some things have the stayed the same whilst others have changed?
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
KS1 - know what a time line is and how it is organised. Y3/4 - know that this period is the same time as the Stone Age-Iron Age in British History. They will also know that this was the same time period as the Ancient Egyptian civilisation. Y5/6B (Y6 children only) - will know where the Ancient Maya fit on the timeline also.	Y3/4 the Romans introduced Christianity to Britain and that Early man were Pagans. Also learnt about the beliefs of the Ancient Egyptians. Y5/6B (Y6 children only) - will know about the beliefs of the Ancient Mayans, as well as the Egyptians.	Y3/4 will have learnt about life during the Stone-Iron Age and how life changed when Britain became part of the Roman Empire. All children learnt about the Ancient Egyptian hierarchy and how life was different for different groups of people. Y6 children only - life for different people living within the Ancient Mayan civilisation.	KS1 - Through their studies in Y1/2, children will know that Britain is a monarchy because it has a king. Y3/4 - Before the Romans, Britain was split up into several tribal kingdoms and that the Romans introduced a centralised government. Also know that Pharaoh kings ruled over the lands of Ancient Egypt.	KS1 - looked at the different between modern day London and London in 1666. Y3/4 know the similarities and difference between Iron Age settlements and Early Roman Britain.	KS1 - looked at the achievements of individuals such as Mary Seacole and Captain James Cook. Y3/4 - Will have learnt about the achievements of the Ancient Egyptians. Y3/4 know the impact that the Romans have had on Britain. Y5/6B (Y6 children only) - will know how the Ancient Maya have influenced the modern world.

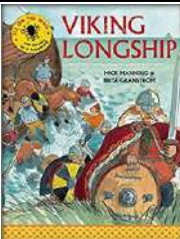
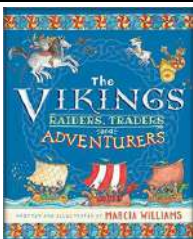




The Anglo-Saxons and Scots-Britain's settlement by Anglo-Saxons and Scots		Term: Spring	Year: 5/6 Cycle A	
National Curriculum	Key Substantive Knowledge			
<p>Pupils should be taught about:</p> <p><i>Britain's settlement by Anglo-Saxons and Scots.</i></p> <p>All pupils should:</p> <p><i>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</i></p> <p><i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p>	<ul style="list-style-type: none">• The Anglo-Saxons raided Roman Britain around 400AD.• Many came to Britain looking for farmland due to flooding of their own lands.• When the Romans left in 410AD the Anglo-Saxons came from Germany, Netherlands and Denmark and crossed the North Sea in wooden boats to settle alongside the Britons.• Anglo-Saxon settlements were very small; they did not understand the Roman ways and would not live in their towns. The Anglo Saxons lived in wooden huts with straw roofs where families all slept together all in one room.• Artefacts from this time show that the Anglo-Saxons were sophisticated craftsmen and proud warriors.• The Anglo-Saxons were Pagans when they first arrived in Britain but gradually became Christians; Anglo-Saxon Britain saw the rise of Christianity with churches and monasteries being built.			
	Disciplinary Skills-Year 5		Disciplinary Skills-Year 6	
	<p>Historical Interpretation</p> <p>* start to understand the difference between primary and secondary evidence and start to question its reliability</p> <p>Sources and Evidence</p> <p>* Distinguish between a primary and secondary source of information when investigating the past;</p> <p>Continuity and Change</p> <p>* describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Similarity and Differences</p> <p>* explain and give varied examples of how life was similar and different in the past.</p> <p>Organising and Communicating</p> <p>* present structured and organised findings about the past using speaking, writing, IT, drama and drawing skills.</p>		<p>Historical Interpretation</p> <p>* find and analyse a wide range of evidence about the past</p> <p>*consider different ways of checking the accuracy of interpretations of the past and how different viewpoints have an impact.</p> <p>Sources and Evidence</p> <p>*locate and analyse relevant information to justify claims about the past.</p> <p>*start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Continuity and Change</p> <p>* show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time.</p> <p>Similarity and Differences</p> <p>* explain and give examples to show that things may have been different from place to place at the same time</p> <p>*start to give reasons for these similarities and differences.</p> <p>Organising and Communicating</p> <p>* presents information in the most appropriate way.</p>	
Quality Literature Links/Historical Sources				
<div></div>				

Year 5/6 History Cycle A: Anglo-Saxons and Scots

What impact did the Anglo-Saxons have on Britain?

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who were the Anglo-Saxons and Scots and why did they raid Britain?</i>	<i>What was life like in an Anglo-Saxon settlement? Y6- How was it different to Roman settlements in Britain?</i>	<i>What can we learn about their culture from Anglo Saxon artefacts?</i>	<i>What were the religious beliefs and practices of the Anglo Saxons?</i>	<i>Why is the Anglo-Saxon conversion to Christianity so important to British history?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • The Anglo-Saxons raided Roman Britain around 400AD. • They came to Britain looking for farmland due to flooding of their own lands. • The Anglo-Saxon period covered six centuries from 410AD to 1066AD. • The Anglo Saxons came from Germany, Netherlands and Denmark and crossed the North Sea in wooden boats. 	<ul style="list-style-type: none"> • The Anglo-Saxons mainly settled alongside the Britons. • They settled near rivers or seas and renamed villages • Anglo-Saxon settlements were very small; they did not understand the Roman ways and would not live in their towns. • They did not understand the Roman ways and would not live in their towns. The Anglo Saxons lived in wooden huts with straw roofs where families all slept together all in one room. 	<ul style="list-style-type: none"> • Artefacts from this time show that the Anglo-Saxons were sophisticated craftsmen. • Ornate shields, swords and helmets show that the Anglo-Saxons were proud warriors. • The Anglo-Saxon chronicles is another artefact that tells us about life in Anglo-Saxon Britain. 	<ul style="list-style-type: none"> • The Anglo-Saxons held pagan beliefs and believed in Gods of nature. • There were many Anglo-Saxon festivals throughout the year when different Gods were worshipped. • The Anglo-Saxons believed that religion was a way to secure success in material things. 	<ul style="list-style-type: none"> • The Anglo-Saxons were Pagans when they first arrived in Britain but gradually became Christians. • Lindisfarne (Holy Island) was significant in the introduction of Christianity in Britain. This was the biggest impact the Anglo Saxons had on Britain. • Anglo-Saxon Britain saw the rise of Christianity with churches and monasteries being built.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
BC, AD, time periods, chronology, chronological order, timeline, civilisation, century, raid.	Settlement, dwelling, village, Chieftain, farmland, town.	Ornate, craftsman, techniques, warrior, culture, artefacts, chronicles, primary sources, secondary sources.	Religion, beliefs, Pagan, festival, worship, Gods, material.	Pagan, Christian, multiple Gods, church, monastery, monk, Christianity, impact, significance, Holy Island,

Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills
<i>Chronological Understanding</i> Order an increasing number of significant events, movements and dates on a timeline using dates accurately.	<i>Similarities and Differences</i> Explain and give varied examples of how life was similar and different in the past.	<i>Historical Interpretation</i> Start to understand the difference between primary and secondary evidence and start to question its reliability. <i>Organising and Communicating</i> Present structured and organised findings about the past using speaking, writing, IT, drama and drawing skills.	<i>Similarities and Differences</i> Explain and give varied examples of how life was similar and different in the past. <i>Continuity and Change</i> Describe connections and contrasts between aspects of history, people, events and artefacts studied.	<i>Similarities and Differences</i> Explain and give varied examples of how life was similar and different in the past. <i>Continuity and Change</i> Describe connections and contrasts between aspects of history, people, events and artefacts studied.
Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills
<i>Chronological Understanding</i> Accurately use dates and terms to describe historical events.	<i>Similarity and Differences</i> Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.	<i>Historical Interpretation</i> Find and analyse a wide range of evidence about the past. <i>Organising and Communicating</i> Present information in the most appropriate way.	<i>Similarities and Differences</i> Explain and give examples to show that things may have been different from place to place at the same time. <i>Continuity and Change</i> Show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time.	<i>Similarity and Differences</i> Explain and give examples to show that things may have been different from place to place at the same time Start to give reasons for these similarities and differences. <i>Continuity and Change</i> Show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Y3/4- <i>learnt about the Roman invasion of Britain and the chronology of this period in history.</i> Y5/6B (Y6 children only)- <i>will know that the Ancient Mayan civilisation in Mesoamerica spanned from 900AD to 1300AD.</i>	Y3/4- <i>learnt about settlements in their studies of the Iron Age-people lived in small tribes in wooden roundhouses and travelled little. They will know that the Romans changed all of this and built new towns and networks of roads. They will know that archaeologists have learnt about these settlements through excavating artefacts.</i>	Y3/4- <i>children will know from their studies of the stone age to bronze age that the discovery of new materials and methods led to advancements in weaponry and farming equipment. They will also know that no written documentation of life during this time is available, as spoken and written language was not fully developed.</i>	Y3/4- <i>children will know that during the Iron age, people believed in powerful spirits and that druids were important priests. They will know that the Romans believed in one God and introduced Christianity to Britain.</i>	Y3/4- <i>children will know that during the Iron age, people believed in powerful spirits and that druids were important priests. They will know that the Romans believed in one God and introduced Christianity to Britain. At this time most people still held pagan beliefs.</i>

The Vikings-The Viking and Anglo-Saxon struggle for the Kingdom of England		Term: Summer	Year: 5/6 Cycle A	
National Curriculum	Key Substantive Knowledge			
<p>Pupils should be taught about:</p> <p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p> <p>All pupils should:</p> <p><i>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</i></p> <p><i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p>	<ul style="list-style-type: none">The Vikings came in long ships that were designed to sail in both deep and shallow water so that they could get close to the shore. They were excellent seafarers, explorers and traders but they were also brutal raiders.The Vikings launched their first raid in 793AD at Lindisfarne from Scandinavia (Norway, Sweden and Denmark) and stole treasures from monasteries and murdered monks and civilians.One famous Anglo-Saxon king was Alfred, who ruled from 871-899AD, fought the Vikings and then made peace so that English and Vikings settled down to live together. However, this did not last and the Vikings and Anglo-Saxons continued to fight for control of the kingdoms of Britain.For the everyday people living under both Anglo-Saxon and Viking control, life was similar in many respects: farmers worked the land, craftsman worked with various materials and both societies were led by kings.In 1066 there were two invasions of England: a Viking and a Norman invasion. The Vikings were defeated but the Normans succeeded in conquering England, during the Battle of Hastings, bringing an end to Anglo-Saxon Britain.			
	Disciplinary Skills-Year 5		Disciplinary Skills-Year 6	
	<p>Historical Interpretation</p> <ul style="list-style-type: none">* start to understand the difference between primary and secondary evidence and start to question its reliability <p>Sources and Evidence</p> <ul style="list-style-type: none">* Distinguish between a primary and secondary source of information when investigating the past; <p>Cause and Consequence</p> <ul style="list-style-type: none">* Understand that some causes maybe more significant than others and have more longer lasting consequences. <p>Continuity and Change</p> <ul style="list-style-type: none">* describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Similarity and Differences</p> <ul style="list-style-type: none">* explain and give varied examples of how life was similar and different in the past. <p>Organising and Communicating</p> <ul style="list-style-type: none">* present structured and organised findings about the past using speaking, writing, IT, drama and drawing skills.		<p>Historical Interpretation</p> <ul style="list-style-type: none">* find and analyse a wide range of evidence about the past*consider different ways of checking the accuracy of interpretations of the past and how different viewpoints have an impact. <p>Sources and Evidence</p> <ul style="list-style-type: none">*locate and analyse relevant information to justify claims about the past. <p>Cause and Consequence</p> <ul style="list-style-type: none">* Examine causes and results of great events and the impact these had on the lives of people. <p>Continuity and Change</p> <ul style="list-style-type: none">* show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time. <p>Similarity and Differences</p> <ul style="list-style-type: none">* explain and give examples to show that things may have been different from place to place at the same time*start to give reasons for these similarities and differences. <p>Organising and Communicating</p> <ul style="list-style-type: none">* present information in the most appropriate way.	
Quality Literature Links/Historical Sources				
<div><div></div><div></div><div></div><div></div><div></div><div></div><div><p>AD. 793. This year came dreadful fore-warnings over the land of the Northumbrians, terrifying the people most woefully: these were immense sheets of light rushing through the air, and whirlwinds, and fiery dragons flying across the firmament. These tremendous tokens were soon followed by a great famine: and not long after, on the sixth day before the ides of January (this is probably a mistake and should be June) in the same year, the harrowing inroads of heathen men made lamentable havoc in the church of God in Holy-island, by ransacking and slaughter."</p></div></div>				

Year 5/6 History Cycle A: Anglo-Saxons and Vikings

The Vikings: Ruthless killers or peaceful settlers?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who were the Vikings and why did they invade Britain?</i>	<i>Why was the Viking invasion of Lindisfarne so significant?</i>	<i>How did the Anglo-Saxons respond?</i>	<i>How well did the Anglo-Saxons and Vikings get along with each other?</i>	<i>What changes did the Vikings bring?</i>	<i>What happened during the final Viking invasion of England?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • The Vikings sailed huge distances on long ships from their homes in Scandinavia between AD 793-AD1066 to raid other countries. • Vikings were expert boat builders and sailors. Their long ships were designed to float high in the water making landing on beaches easy. • Like the Anglo-Saxons, the Vikings came to Britain looking for farmland but they also wanted treasures to make them rich. 	<ul style="list-style-type: none"> • The Vikings launched their first raid in 793AD at Lindisfarne from Scandinavia (Norway, Sweden and Denmark) and stole treasures from monasteries and murdered monks and civilians. • This was particularly significant because Lindisfarne was a holy site believed to be sacred by Christians. • About a year after the raid, The Anglo-Saxon King, Alfred the Great, ordered the monks to write everything down in 'The Anglo-Saxon Chronicle.' 	<ul style="list-style-type: none"> • One of the most famous Anglo-Saxon kings was Alfred, who ruled from 871-899AD, fought the Vikings and then made peace so that English and Vikings settled down to live together. • However, the Viking raids did not stop and King Ethelred the unready, who ruled from 978-1013AD then 1014-1016AD, was a weak king, who made an official agreement to pay the Vikings to leave. • The Vikings continued to raid, get paid and leave. By 1012, the Vikings had received around 22,000kg of gold. 	<ul style="list-style-type: none"> • For the everyday people living under both Anglo-Saxon and Viking control, life was similar in many respects. • Farmers worked the land, growing crops and raising animals for meat, leather, wool and other products. • There were also craftworkers who worked with various materials such as metals and leather, to create weapons, pots, belts and other objects. • Viking society was structured in a similar way to Anglo-Saxon with a king who was the most important powerful person and freemen, as well as slaves. 	<ul style="list-style-type: none"> • The Vikings bought their language with them when they settled in Britain and much of our modern English language comes from this. • The Vikings also brought their religion to Britain. However, like the Anglo-Saxons most Vikings converted to Christianity soon after settling in Britain. 	<ul style="list-style-type: none"> • In 1066 there were two invasions of England: a Viking and a Norman invasion. • The Vikings were defeated but the Normans succeeded in conquering England, during the Battle of Hastings, bringing an end to Anglo-Saxon Britain. • Duke William of Normandy then became king of England: known as William the Conqueror.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Invade, raid, expert, Anglo-Saxons, distance, Scandinavia.	Launch, raid, significant, invasion, sacred, holy, monk, monastery, civilian, chronicle, source, ordered.	Significant, settled, raids, ruled, official, agreement, unready, weak.	Civilians, control, similar respects, products, various, materials, craftworkers, society, structured, freemen, slaves	Language, settled, modern, religion, convert, Christianity, Pagans, beliefs, multiple.	Invasions, Vikings, Normans, Anglo-Saxons, defeated, conquered, battle, rebels.







Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills
<i>Historical Interpretation</i> Start to understand the difference between primary and secondary evidence and start to question its reliability. <i>Who were the Vikings? What sources are available to tell us?</i>	<i>Historical Interpretation</i> Start to understand the difference between primary and secondary evidence and start to question its reliability. <i>As the Anglo-Saxon Chronicles document the invasion years after it happened-how reliable is the information within it?</i>	<i>Cause and Consequence</i> Understand that some causes maybe more significant than others and have more longer lasting consequences.	<i>Similarity and Differences</i> Explain and give varied examples of how life was similar and different in the past.	<i>Continuity and Change</i> Describe connections and contrasts between aspects of history, people, events and artefacts studied.	<i>Organising and Communicating</i> Present structured and organised findings about the past using speaking, writing, IT, drama and drawing skills.
Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills
<i>Historical Interpretation</i> Find and analyse a wide range of evidence about the past Consider different ways of checking the accuracy of interpretations of the past and how different viewpoints have an impact. <i>Who were the Vikings? Why might interpretations be different?</i>	<i>Historical Interpretation</i> Find and analyse a wide range of evidence about the past Consider different ways of checking the accuracy of interpretations of the past and how different viewpoints have an impact. <i>How would the raid be documented differently in a Viking Chronicle as oppose to the Anglo-Saxon one?</i>	<i>Cause and Consequence</i> Examine causes and results of great events and the impact these had on the lives of people.	<i>Similarity and Differences</i> Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.	<i>Continuity and Change</i> Show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time.	<i>Organising and Communicating</i> Present information in the most appropriate way.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Y3/4-learnt about the Roman invasion of Britain and the chronology of this period in history.</i> <i>Y5/6-all children will know about the Anglo-Saxon invasion of Britain and the chronology of this period in history.</i>	<i>Y3/4-learnt that the Romans also invaded Britain because of its land and goods.</i> <i>Y5/6-all children will know about the significance of Lindisfarne-Holy Island in the conversion of Britain to Christianity. They will also know that this was the biggest impact that the Anglo-Saxons had on Britain.</i>	<i>Y3/4-learnt that the Celts tried to resist Roman rule and that Queen Boudicca led her army against the Romans. They will know that Hadrian's Wall was built as a defence keep invaders from the North out of Roman Britain.</i> <i>Y5/6-know that Anglo-Saxon era did not end until 1066 and that the Anglo-Saxons and Vikings fought for control for years.</i>	<i>Y3/4-learnt that the Romans lived very differently to Iron Age man in Britain.</i> <i>Y5/6-they will know that although the Anglo-Saxon's raided Britain, most came looking for farmland and mainly settled alongside the Britons.</i>	<i>Y3/4-learnt that the Romans left a great legacy which has shaped the modern world we live in today.</i> <i>Y5/6-all children will have learnt about the changes that were brought about by the Ancient Greek civilisation in relation to democracy. They will know that this had a wide impact and that Britain is a democratic society.</i>	<i>Y3/4-learnt that the Romans made three attempts to invade Britain and were only successful on their 3rd attempt.</i> <i>Y5/6- all children will know about the Anglo-Saxon raids on Britain. They will also know that during the Ancient Greek civilisation, King Persia and King Darius battled with each other, in their attempts to take control of Athens.</i>



Year 5/6

Cycle B

History Sequences of Learning

Britain Beyond 1066: The Battle of Britain		Term: Autumn	Year: 5/6 Cycle B	
National Curriculum	Key Substantive Knowledge			
<p>Pupils should be taught about:</p> <p><i>a study of an aspect or theme of British history that extends pupils' chronological knowledge beyond1066.</i></p> <p>All pupils should:</p> <p><i>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</i></p> <p><i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p>	<ul style="list-style-type: none">World War II lasted from September 1939 until September 1945. A number of key events and actions led up to Britain declaring war on Germany in 1939: the main cause was Hitler breaking an agreement with Neville Chamberlain (the Prime Minister in 1939) by invading Poland.Winston Churchill became Prime Minister in 1940 and prepared the country for a battle in Britain. The Battle of Britain lasted from July 1940 until 31st October 1940 and involved the RAF and the German Air Force the Luftwaffe.The Battle of Britain was significant because it was the first time that Hitler’s military forces had been defeated. It was a crucial step in the allies eventually winning the war.Following this, the Luftwaffe decided to change tactics and started bombing civilian targets and key landmarks. This was known as the Blitz. There was a need to keep safe from the threat of German attack so the government had to act.Attitudes in Britain changed during the war, due to the impact of rationing, bombing and evacuation. A sense of cooperation and community developed.The war highlighted the number of Britons still living in poverty and new laws were passed after 1945 to make improvements to living conditions and health.			
	Disciplinary Skills-Year 5		Disciplinary Skills-Year 6	
	<p>Chronology</p> <p>* order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Historical Interpretation</p> <p>* start to understand the difference between primary and secondary evidence and start to question its reliability</p> <p>Sources and Evidence</p> <p>* Distinguish between a primary and secondary source of information when investigating the past;</p> <p>Cause and Consequence</p> <p>* Understand that some causes maybe more significant than others and have more longer lasting consequences.</p> <p>Continuity and Change</p> <p>* describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>		<p>Chronology</p> <p>*accurately use dates and terms to describe historical events</p> <p>Historical Interpretation</p> <p>* find and analyse a wide range of evidence about the past</p> <p>*consider different ways of checking the accuracy of interpretations of. the past and how different viewpoints have an impact.</p> <p>Sources and Evidence</p> <p>*locate and analyse relevant information to justify claims about the past.</p> <p>Cause and Consequence</p> <p>* Examine causes and results of great events and the impact these had on the lives of people.</p> <p>Continuity and Change</p> <p>* show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time.</p>	
Quality Literature Links/Historical Sources-Primary and Secondary				
<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>Evacuation</p>				

Year 5/6 History Cycle B: Britain Beyond 1066-The Battle of Britain

Why was the Battle of Britain so significant?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Why did Britain declare war on Germany in 1939?</i>	<i>What was the Battle of Britain and why was it so important?</i>	<i>How effective were the measures put in place to keep people safe during the Blitz?</i>	<i>Why was rationing introduced and why did it last long after the war?</i>	<i>How did conflict change society during WWII?</i>	<i>What lasting impact did it have?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> World War II lasted from September 1939 until September 1945. A number of key events and actions led up to Britain declaring war on Germany in 1939. The main cause was Hitler breaking an agreement with Neville Chamberlain (the Prime Minister in 1939) and invading Poland. By May 1940, Winston Churchill had taken over as Prime Minister and he began preparing the country for an imminent Nazi invasion of Britain. 	<ul style="list-style-type: none"> Winston Churchill became Prime Minister in 1940 and prepared the country for a battle in Britain. The Battle of Britain lasted from July 1940 until 31st October 1940 and involved the RAF and the German Air Force the Luftwaffe. Most RAF pilots were British but there were also men from other countries. Women also played a vital role through the WAAF. The Battle of Britain was significant because it was the first time that Hitler's military forces had been defeated. It was a crucial step in the allies eventually winning the war. 	<ul style="list-style-type: none"> Following this, the Luftwaffe decided to change tactics and started bombing civilian targets and key landmarks. This was known as the Blitz. Major towns and cities were bombed from September 1940 to May 1941. There was a need to keep safe from the threat of German attack so the government had to act. Vulnerable groups such as children, were evacuated, bomb shelters were constructed and gas masks and blackouts were introduced, as a form of protection. 	<ul style="list-style-type: none"> Rationing started in May 1941 and lasted until 1954. This was a system to make sure that people had equal access to food, clothes and fuel, which were in short supply. Hitler targeted supply ships from other parts of the British Empire, importing goods to the UK, as part of his aim to force Britain to surrender. To combat shortages, the British government encouraged everyone to 'dig for victory' and grow their own fruit and vegetables. Rationing continued long after the war because money and goods such as food and fuel, remained limited. 	<ul style="list-style-type: none"> Rationing helped to change attitudes- everyone being restricted to buying a certain amount of food, created a sense of sharing and cooperation. Bombing helped to change attitudes because civilians helped each other construct shelters and checked in on each other after a raid. A community spirit whereby everyone helped each other, developed in Britain. Evacuation helped to change attitudes because it meant that working class children mixed with more affluent families. It highlighted the severe poverty that still existed in cities. 	<ul style="list-style-type: none"> The attitude of all classes helping each other continued after the war and resulted in new laws being passed. New laws led to the construction of millions of new homes, family allowance for children, and free healthcare for all through the new NHS. If Hitler and the Nazi party had won the war, our society and its values would have developed in a very different way. The freedoms that we still enjoy today are a lasting impact of the allies' victory over Germany.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Key, cause, consequence, effect, declare, imminent, agreement, invasion.	Significant, pilots, nationality, gender, vital, role, military forces, defeated, turning point.	Retaliate, tactic, civilian, landmark, major, vulnerable, threat, constructed, protection, measures.	System, equal access, supply, targeted, import, surrender, combat, remained, limited.	Conflict, society, restricted, cooperation, civilians, constructed, community, spirit, poverty, affluent.	Impact, attitudes, classes, allowance, healthcare, poverty, nations.

Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills
<p>Chronology Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Cause and Consequence Understand that some causes maybe more significant than others.</p>	<p>Sources and Evidence Distinguish between a primary and secondary source of information when investigating the past;</p> <p>What sources can we use to find out about the Battle of Britain?</p>	<p>Historical Interpretation Start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>Was evacuation a success for all?</p>	<p>Cause and Consequence Understand that some causes maybe more significant than others and have more longer lasting consequences.</p>	<p>Continuity and Change Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>How did people's attitudes change during World War II?</p>	<p>Cause and Consequence Understand that some causes maybe more significant than others and have more longer lasting consequences.</p>
Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills
<p>Chronology Order events and accurately use dates and terms to describe historical events.</p> <p>Cause and Consequence Examine causes and results of great events and the impact these had.</p>	<p>Sources and Evidence Locate and analyse relevant information to justify claims about the past.</p> <p>Was the Battle of Britain a turning point in the war?</p>	<p>Historical Interpretation Find and analyse a wide range of evidence about the past Consider different ways of checking the accuracy of interpretations of the past and how different viewpoints have an impact. Did the government do enough to protect civilians from bombing?</p>	<p>Cause and Consequence Examine causes and results of great events and the impact these had on the lives of people.</p>	<p>Continuity and Change Show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time.</p> <p>How and why did people's attitudes change during World War II?</p>	<p>Cause and Consequence Examine causes and results of great events and the impact these had on the lives of people.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p>Y3/4: Roman invasions of Britain and how Britain responded.</p> <p>Y5/6A (Year 6 children only): Anglo-Saxons raids and the Viking invasion of Britain. Reasons for invasion, expansion of land, greed, power, treasures.</p>	<p>Y3/4: Learnt how the Scots continually launched small attacks on the Romans and managed to drive them out of Scotland.</p> <p>Y5/6A (Year 6 children only): Learnt about the significance of the Battle of Hastings to British History.</p>	<p>Y3/4: Learnt the measures that Iron Age man put in place to protect themselves from neighbouring tribes and Roman invaders.</p> <p>Y5/6A (Year 6 children only): Learnt about the measures that the Anglo-Saxon kings put in place to try and keep the Vikings from invading Britain.</p>	<p>Y5/6A (Year 6 children only): Learnt through the study of the Ancient Greece that Britain is a democratic society meaning it is fair and just.</p>	<p>Y3/4: Studied changes in British society through their topic on the Romans.</p>	<p>KS1: Learnt about the lasting impact of events such as the Great Fire of London.</p> <p>Y3/4: Learnt about the impact that the Romans leaving Britain had on British society.</p>

The Earliest Civilisations: The Ancient Maya		Term: Summer	Year: 5/6 Cycle B	
National Curriculum	Key Substantive Knowledge			
<p>Pupils should be taught about:</p> <p><i>A non-European society that provides contrasts with British History.</i></p> <p>All pupils should:</p> <p><i>Understand historical concepts such as continuity and change, cause and consequence.</i></p> <p><i>Understand the methods of historical enquiry</i></p>	<ul style="list-style-type: none">The Mayan civilisation spanned from around 1000BC to 1500AD. It began in a place called <i>Mesoamerica</i>. This huge area was located within Central America.Unlike many historical civilisations, the Maya were not ruled by one king or queen at a time. Each city state had its own ruler and government. In a city state, the most important buildings were in the centre. The royals and nobles lived in the ceremonial centre and the ordinary people further out.The Maya believed in many gods, each representing a different part of life. These gods had to be pleased so Maya communities made regular offerings to them, in the form of animal (and sometimes human) sacrifices.During the same time as the Anglo-Saxons raided Britain in 400AD, the Mayan civilisation was thriving because it was far more advanced.The Mayan civilisation was able to grow due to its success in farming. They were so successful because they became experts at studying the stars and the weather; this allowed them to then create calendars detailing the best time of year to grow and harvest different crops.			
	Disciplinary Skills-Year 5		Disciplinary Skills-Year 6	
	<p>Chronology</p> <ul style="list-style-type: none">* order an increasing number of significant events, movements and dates on a timeline using dates accurately. <p>Sources and Evidence</p> <ul style="list-style-type: none">* Distinguish between a primary and secondary source of information when investigating the past; <p>Cause and Consequence</p> <ul style="list-style-type: none">* Understand that some causes maybe more significant than others and have more longer lasting consequences. <p>Continuity and Change</p> <ul style="list-style-type: none">* describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Similarity and Differences</p> <ul style="list-style-type: none">* explain and give varied examples of how life was similar and different in the past. <p>Organising and Communicating</p> <ul style="list-style-type: none">* present structured and organised findings about the past using speaking, writing, IT, drama and drawing skills.		<p>Chronology</p> <ul style="list-style-type: none">*accurately use dates and terms to describe historical events <p>Sources and Evidence</p> <ul style="list-style-type: none">*locate and analyse relevant information to justify claims about the past. <p>Cause and Consequence</p> <ul style="list-style-type: none">* Examine causes and results of great events and the impact these had on the lives of people. <p>Continuity and Change</p> <ul style="list-style-type: none">* show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time. <p>Similarity and Differences</p> <ul style="list-style-type: none">* explain and give examples to show that things may have been different from place to place at the same time*start to give reasons for these similarities and differences. <p>Organising and Communicating</p> <ul style="list-style-type: none">* present information in the most appropriate way.	
Quality Literature Links/Historical Sources				
<div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><p>Calendar</p><p>Jade beads from necklace</p></div>				

Year 5/6 History Cycle B: A study of one of the earliest Non-European civilisations

Why are the Maya significant to history?

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who were the Ancient Maya and when did they live?</i>	<i>How did the Ancient Maya live?</i>	<i>What were the beliefs of the Ancient Maya?</i>	<i>What can we learn about the city of Chichen Itza? How does this compare to Anglo-Saxon Britain? Y6 only</i>	<i>What were their greatest achievements and inventions?</i>	<i>What happened to the Ancient Maya?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> The Mayan civilisation spanned from around 1000BC to 1500AD. The Maya civilisation began in a place called <i>Mesoamerica</i>. This huge area is made up of Mexico and is part of Central America. During the Maya civilisation, Britain went through the Stone, Bronze, and Iron Ages, including Stonehenge, to Roman Britain, Anglo-Saxon, Medieval and Tudor England. Because the Maya civilisation lasted such a long time, historians break it up into 3 time periods. Much like that of Ancient Greece and Stone Age Britain. 	<ul style="list-style-type: none"> Unlike many historical civilisations, the Maya were not ruled by one king or queen at a time. Each city state had its own ruler and government. In a city state, the most important buildings were in the centre. The royals and nobles lived in the ceremonial centre and the ordinary people further out. The Maya built huge amounts of temples, palaces, causeways, schools and marketplaces. Maya people lived in different cities and they were ruled by different kings and queens. However, they shared a lot of the same beliefs and traditions. 	<ul style="list-style-type: none"> The Maya believed in many gods, each representing a different part of life. These gods had to be pleased so Maya communities made regular offerings to them, in the form of animal (and sometimes human) sacrifices. Priests acted between the human and the supernatural, performing rituals, music, dance and sacrifices. The Maya believed that when a person died, their soul journeyed into the afterlife where they had to endure many trials and tests. They believed that almost all would experience the afterlife when they died. 	<ul style="list-style-type: none"> During the same time as the Anglo-Saxons raided Britain in 400AD, the Mayan civilisation was thriving. Although like the Maya, the Anglo-Saxons settled near rivers, held Pagan beliefs and eventually created kingdoms each ruled by a different king, Mayan society was far more advanced. The city of Chichen Itza was once a centre of culture and religion for the Mayans. Anglo-Saxon settlements were small and they would not live in the towns built by the Romans. 	<ul style="list-style-type: none"> The Mayan civilisation was able to grow due to its success in farming, and farming and trade links were established throughout the Maya region. The Maya were so successful because they became experts at studying the stars and the weather; this allowed them to then create calendars detailing the best time of year to grow and harvest different crops. The Maya people are remembered for amazing creations and ideas. Some of these include: <ul style="list-style-type: none"> the idea of 'zero' from jade (a rare and valuable material) spectacular buildings. 	<ul style="list-style-type: none"> There are many different theories as to why so many Mayan cities were abandoned. War, drought, overpopulation, disaster and climate change form part of some of these. Historians consider all the different theories and then decide and explain, based on the evidence, which ones they believe to be most likely.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Span, civilisation, time periods, area, continent.	Ruler, city state, government, ceremonial, ordinary, causeway, tradition, beliefs.	Representing, communities, sacrifice, offerings, regular, acted, endure, form, supernatural, soul.	Raided, British History, Wider World History, compare, contrast, settled, advanced, Pagan.	Achievement, invention, significant, expert, creation, establish, trade, region.	Theories, abandoned, reason, explanation, plausible, evidence, interpretation.

Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills
<i>Chronology</i> Order an increasing number of significant events, movements and dates on a timeline using dates accurately.	<i>Sources and Evidence</i> Distinguish between a primary and secondary source of information when investigating the past;	<i>Similarity and Differences</i> Explain and give varied examples of how life was similar and different in the past. How were the beliefs of the Maya and the Gods they worshipped the same/different to that of the Egyptians?	<i>Similarity and Differences</i> Explain and give varied examples of how life was similar and different in the past.	<i>Organising and Communicating</i> Present structured and organised findings about the past using speaking, writing, IT, drama and drawing skills.	<i>Cause and Consequence</i> Understand that some causes maybe more significant than others and have more longer lasting consequences.
Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills
<i>Chronology</i> Accurately use dates and terms to describe historical events	<i>Sources and Evidence</i> Locate and analyse relevant information to justify claims about the past. Life in Ancient Maya was very similar to life in Ancient Greece.	<i>Similarity and Differences</i> Explain and give examples to show that things may have been same/different from place to place at the same time Start to give reasons for these similarities and differences. Compare the beliefs or the Egyptians with that of the Maya. Why might there have been some differences?	<i>Similarity and Differences</i> Explain and give examples to show that things may have been same/different from place to place at the same time Start to give reasons for these similarities and differences.	<i>Organising and Communicating</i> Present information in the most appropriate way.	<i>Cause and Consequence</i> Examine causes and results of great events and the impact these had on the lives of people.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Y3/4: <i>know the chronology of the stone age to the Romans in British History</i> <i>Learnt about the chronology of the Ancient Egyptians</i> Y5/6A (Year 6 children only): <i>learnt about the chronology of the Ancient Greeks and its different time-periods.</i>	Y3/4: <i>studied how Iron Age man lived in Britain and the hierarchy of the Egyptians</i> Y5/6A (Year 6 children only): <i>learnt about how different people lived in the state of Athens and Sparta as part of their work on the Greeks.</i>	Y3/4: <i>learnt about the Ancient Egyptians; some of their beliefs and the Gods and Goddesses they worshipped. Know that during the Iron Age most Britons held Pagan beliefs.</i> Y5/6A (Year 6 children only): <i>know that the Greeks worshipped many different Gods.</i>	Y3/4: <i>learnt about different settlements through their study of Iron Age hillforts and Roman towns.</i> Y5/6A (Year 6 children only): <i>learnt about Anglo-Saxon settlements and houses.</i>	Y3/4: <i>learnt about the legacy of the Romans and the achievements of the Ancient Egyptians.</i> Y5/6A (Year 6 children only): <i>learnt about the achievements and inventions of the Ancient Greeks.</i>	Y3/4: <i>studied causes and consequences of events in their local area mining study.</i> Y5/6A (Year 6 children only): <i>learnt about the causes and consequences of the Romans leaving Britain and of Hitler's actions in Poland.</i>

