

## Subject Leader Summary - History

### Year Group Narrative – A summary of what learning is taught in each phase.

KS1	<u><b>Autumn Childhood</b></u>	<u><b>Spring Bright Lights, Big City</b></u>	<u><b>Summer School Days</b></u>	<u><b>Autumn Movers and Shakers</b></u>	<u><b>Spring Coastline</b></u>	<u><b>Summer Magnificent Monarchs</b></u>
	<p>In this history project, children develop their vocabulary of time, including before, a long time ago, yesterday, many years ago and present. The children are introduced to the concept of artefacts and explore a range of objects, interpreting what they tell us about childhood in the past. The children begin to compare artefacts from the past to the objects that they use today.</p> <p>Children develop their understanding that people grow and change over time and learn the stages of human development. They revisit learning from the Early Years about significant events, including birthdays and family celebrations, and are introduced to family trees.</p> <p>They learn the word 'decade' and its meaning. They order decades chronologically and learn about significant events,</p>	<p>The children build on their learning from the previous project. They learn the term 'monarch' and explore the life and work of the monarch as a significant person. The children learn about the significant event, The Great Fire of London, its chronology and causes and consequences. They are also introduced to the term 'monument' and begin to understand how monuments and memorials commemorate significant events.</p>	<p>Children extend their vocabulary of time and explore how each word or phrase describes the length of time or how long ago something happened. Children are introduced to the school's history, within living memory, by listening to a teacher or ex-pupil and studying photographs, artefacts and other historical sources. They work together to create timeline cards for the school's history and put them in chronological order. They revisit the concept of significance as they learn about significant events in their school's history, using artefacts and information, and recording their findings in a fact file. They learn about life in the school today, looking at the buildings, locality and significant people. Children are introduced to the Victorian era and learn that this is a time beyond living memory. They build</p>	<p>In this history project, children focus on significant people throughout history. They are introduced to Dawson's model of significance, which helps them to decide if a person is historically significant. They learn about a significant person from the locality and evaluate their impact on the local area, the United Kingdom and the world. The children are introduced to the vocabulary used to describe the work or actions of significant people, such as activists, artists, explorers, monarchs and scientists. They group significant people under these headings and then learn about their lives. The children are introduced to diamond ranking to sort the people studied from the most to the least significant, using their knowledge of each person.</p>	<p>In this geography project, children develop their historical learning about people's everyday lives in the past, using images as sources of evidence, and make careful observations. They are introduced to the concepts of continuity and change, describing how aspects of Whitby have changed or stayed the same over time before recording their findings. The children learn about the significance of the SS Rohilla disaster and the changes made to the RNLI lifeboat fleet as a consequence. The children learn about Whitby's coastal jobs in the past, including shipbuilder, factory worker, jet worker, fisherman and herring girl. The children revisit and learn more about the significant discoveries and journeys of explorer Captain James Cook and his impact on the world, building on knowledge</p>	<p>In this history project, children revisit historical vocabulary related to time and are introduced to new terms and concepts, including AD (anno Domini). Children are introduced to the concept of historical periods and learn the names of periods in British history, from the Anglo-Saxon period, beginning in AD 871, to the House of Windsor in the present day. They create a timeline of British monarchs, using the dates and knowledge of historical periods to consolidate their understanding of chronological order. The children are introduced to the terms 'hierarchy', 'reign' and 'kingdom', and the substantive concepts of power, rule, absolute power, government, parliament and constitutional monarchy. They explore the power of different monarchs and</p>

	<p>including important aspects of our monarch's reign. Children use photographs as historical sources to compare everyday life and childhood in the 1950s to today. They also explore a significant event, the Queen's coronation and learn that this was the start of her reign.</p>		<p>their understanding of similarity and difference by comparing the Victorian era to today. They investigate historical artefacts and compare Victorian classroom objects to those used today. They also take part in a Victorian school day and describe how the Victorian era's activities, lessons and discipline made them feel. They learn about the life and legacy of Samuel Wilderspin, who changed how young children were taught. At the end of the project children use their knowledge to decide whether they would rather go to school now or in the Victorian era.</p>	<p>Children revisit the concept of chronology and make timelines. They study two significant explorers in depth, Neil Armstrong and Christopher Columbus, and learn the story of their achievements in chronological order. They begin to learn how to compare their voyages of discovery, especially relating to changes in technology. Children study the actions and achievements of significant activists. They are introduced to the concepts of fact and opinion as they explore the life of Emmeline Pankhurst and learn about racial segregation in the USA through the activism of Rosa Parks. The children turn their understanding of significance to modern times, looking at significant people and events today and predicting their impact on the future. They also add to their knowledge of monuments and memorials from the Y1</p>	<p>gained in the Y2 project Movers and Shakers.</p>	<p>record how the power of the British monarch has changed over time. The children continue to build their understanding of historical sources and use royal portraits as a source of historical evidence. They are introduced to symbolism by studying the objects of monarchy within the portraits, including the orb and sceptre, and exploring the monarchs' poses, backgrounds and facial expressions. The children study six significant sovereigns in depth, creating a timeline for Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II. They learn about the impact of these sovereigns and are introduced to historical terms, such as 'kingdom', 'feudal system', 'hierarchy', 'peasant', 'war', 'British Empire' and 'law'. The children then use the statements in Dawson's model, first encountered in the Y2 project Movers and Shakers, to decide who is</p>
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				geography project Bright Lights, Big City, studying how memorials recognise people and achievements.		the most significant monarch.
LKS2	<p><b><u>Autumn</u></b> <b><u>Through the Ages:</u></b></p> <p>Children learn new definitions that describe longer periods. They continue to learn about chronology by creating a timeline using these periods and are introduced to reading and ordering BC dates. Children are introduced to the concept of duration and calculate how many years each period lasted. Children begin to carry out historical research using various artefacts and sources to answer historically valid questions and build up a picture of prehistoric life over the Stone Age, Bronze Age and Iron Age. They deepen their understanding of chronology by building detailed timelines of these periods</p> <p>Children develop their understanding of everyday life in each period, finding</p>	<p><b><u>Spring</u></b> <b><u>Rocks, relics and rumbles</u></b></p> <p>In this geography project, children revisit Mary Anning from the Y2 project Movers and Shakers and learn about her prehistoric discoveries at Lyme Regis on the Dorset coast. They discover how the legacy of her work and its influence on the history of science made Mary Anning a significant figure. They are introduced to the concept of cause and effect by studying the significant historical event: the destruction of Pompeii by the eruption of Mount Vesuvius. Children develop their understanding of the role of archaeology from the Y3 project Through the Ages by learning about the archaeologist Giuseppe Fiorelli who made detailed, accurate records of his Pompeii finds, which was unusual at the time.</p>	<p><b><u>Summer</u></b> <b><u>Emperors and empires</u></b></p> <p>In this history project, children revisit the terms AD and BC and build on their knowledge of world history. They devise historically valid questions about everyday life in the Roman Empire and study Roman artefacts, information sheets and other source materials to find the answers. Children are introduced to differing historical accounts of the same event and explore their reliability. They deepen their understanding of hierarchy and power and learn about the concepts of republic and empire. They deepen their knowledge of these concepts by studying how the Roman Empire grew and expanded, including the spread of Roman ideas throughout Europe and northern Africa. Children</p>	<p><b><u>Autumn</u></b> <b><u>Invasion</u></b></p> <p>In this history project, children revisit the causes and effects of the end of Roman rule from the Y3 project Emperors and Empires. They study the ancient poem The Ruin to find out about the disintegration of Romanised Britain and the return of a Celtic lifestyle. Children study the chronology of Britain between AD 400 and 1066, using a timeline that shows the duration, and overlap, of different historical periods. They sequence significant dates and events in chronological order, deciding how a timeline helps them understand the sequence, and cause and effect, of different events. Children learn about the cause, consequence and impact of the invasion of the</p>	<p><b><u>Spring</u></b> <b><u>Misty mountain, Windng River</u></b></p> <p>No specific history in any project</p>	<p><b><u>Summer</u></b> <b><u>Ancient Civilisations</u></b></p> <p>In this history project, children study the characteristics of a civilisation. They learn more about artefacts, exploring objects from ancient Sumer and ancient Egypt to find out about everyday life during the earliest civilisations. They study a map and timeline showing the location, dates and duration of early civilisations and learn when civilisations began, ended and coexisted. Children study the rise of ancient Sumer, discovering the importance of the rivers and the nutrient-rich soil of the Fertile Crescent for settlements and technological development. They study the features and achievements of ancient Sumer and write a report to explain its development in chronological order.</p>

	<p>out about the people, places and changes over time that influenced human development. They learn about Stone Age settlements, tools, food and monuments and are introduced to new vocabulary including hunter-gatherer, domestication, Neolithic revolution and Homo sapiens. Children are introduced to the terms 'archaeology', 'archaeologist' and 'excavation', learning about modern archaeological techniques and archaeological finds, including the settlement at Skara Brae and the discovery of the Cheddar Man. Children deepen their understanding of cause and effect, finding out what caused the end of the Stone Age, including the effects of lifestyle changes and the arrival of new technologies. Children learn about the arrival and influence of the Beaker folk and study the evidence that they left behind. They learn subject-specific vocabulary</p>	<p>Children study contemporary ink drawings of the site and are introduced to the term 'primary source'. The children begin to think about the source's reliability and answer historically valid questions to help them infer information about life in Pompeii.</p>	<p>consolidate their understanding of the role of an emperor and use their knowledge of Dawson's model of significance from the Y2 projects Movers and Shakers and Magnificent Monarchs to rank Roman emperors. They develop their understanding of social hierarchy by learning about the hierarchy of ancient Rome. They are introduced to and interpret a hierarchy diagram and understand the terms 'upper class' and 'lower class'. They also learn about hierarchy in the Roman army and discover how its well-organised structure helped the Roman Empire to expand. Children revisit the concepts of cause and consequence, discovering reasons for the Roman invasion of Britain and its impact. They learn about the first unsuccessful Roman invasion in 55 BC into Iron Age Britain and the reasons for its failure. They learn how Emperor Claudius successfully invaded Britain in AD 43</p>	<p>Anglo-Saxons. They discover why the Anglo-Saxons left Scandinavia and created kingdoms in Britain, linking these ancient settlements with the county names that we use today. Children study primary and secondary sources, analysing artefacts from the Sutton Hoo ship burial to find evidence of the wealth, power and status of the buried person. They learn more about Christianity and paganism, learning how missionaries from Rome and Ireland brought Christianity back to Britain following its decline after the Roman withdrawal. They explore the everyday lives of people in Anglo-Saxon Britain and study primary and secondary sources of evidence. Children are taught about the legacy of Anglo-Saxon life and which aspects still influence the world today. The children complete a historical enquiry and learn about the Viking raids on the monastery at Lindisfarne, deepening their understanding of</p>		<p>Children develop an enquiry into farming in ancient Sumer, asking and answering historically valid questions about changes over time. They analyse how inventions changed everyday life, making work more efficient and allowing the civilisation to develop and learn about the legacy of Sumerian technologies in the world today. Children find out about life in the world's first cities and study social hierarchy. They revisit the concept of an emperor and empire as they study the story of King Sargon the Great, the world's first emperor. They identify the causes and effects of his actions and the success of his reign. Children study ancient Egypt, recapping its location, dates and duration and studying the features of the civilisation, including the use of the Nile, cities, architecture, art, writing and inventions. They analyse images of ancient Egyptian art and gather information from secondary sources.</p>
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<p>and concepts, including Beaker culture, metalworking, burial mounds, trade, ceremonies and afterlife. Children are taught how metal and trade influenced wealth and power and study the archaeological evidence from the burial of the Amesbury Archer. They investigate the cause and effect of the end of the Bronze Age and learn the term 'Bronze Age collapse'. Children learn how ironworking came to Britain and the effect that this had on people's lives. They learn the term Celt to describe the people of Britain and develop their understanding of concepts including conflict, farming, trade and wealth. Children learn about inventions and how new technology made everyday tasks easier and more efficient. They also study the archaeological evidence and decide what the artefacts tell them about craftsmanship, wealth and power in the Iron Age. Children learn about</p>	<p>and how Britain became Romanised. They are introduced to the concept of rebellion and study the story of Boudicca, queen of the Celtic Iceni tribe. They describe the significance of power struggles in Britain and the reasons for Boudicca's rebellion against Rome. They learn about the Roman struggle to defeat the Picts and conquer Scotland. Children revisit the concept of defence, such as Hadrian's Wall, and the purpose of forts, milecastles and turrets. They begin to make deductions and draw conclusions from historical evidence by studying the contents of the Vindolanda tablets found at the fort of Vindolanda. They revisit the concept of Romanisation and explore the invention and ingenuity of Roman culture. Children learn about the significance of Christianity's arrival in Britain, compare paganism and Christianity and how Christianity became the dominant religion in the</p>	<p>evidence and viewpoint as they study contemporary accounts. They investigate the conflict between the Vikings and Anglo-Saxons and compare and contrast their everyday lives. Children use primary and secondary sources of evidence to learn about King Athelstan and look at continuity and change in Britain after his reign. At the end of the project, children learn about the cause and effect of the Norman invasion, the final invasion of Britain, and find out if there is any evidence of Anglo-Saxon or Viking life in their local area, using the knowledge and understanding gained throughout the project.</p>	<p>Children study a hierarchy diagram to find out about the structure of ancient Egyptian society and compare the hierarchies of ancient Sumer and ancient Egypt. They construct a profile of a pharaoh, understanding the purpose and significance of the role, using new vocabulary, including pharaoh, pyramid, deity, immortal and mummified. They learn about the archaeological discovery of Tutankhamun's tomb, discovering how the design, decoration and materials used to make the artefacts provide information about the pharaoh and life in ancient Egypt. Children compare and contrast the ancient Sumerian and ancient Egyptian civilisations and think about the reasons for these similarities and differences. Children use their knowledge of ancient civilisations to research the Indus Valley civilisation. They explore a range of evidence and use the key features of civilisation to find out</p>
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	<p>everyday life in Iron Age hillforts and how iron weapons led to a warrior culture. Children find out about the end of the Iron Age and the Roman invasion and conquest. Children study local archaeological evidence relating to the Stone Age, Bronze Age or Iron Age. At the end of the project, they compare and contrast the Stone Age and Iron Age, finding similarities and differences between the two periods and describing the changes that happened over time.</p>		<p>Roman Empire. They learn about the end of the Roman occupation of Britain and explain the cause and effect of the Roman withdrawal. They are introduced to a new recording method, the historical report, then write a report drawing on written evidence and quotes</p>			<p>about life in the Indus Valley and how it compares to the two earlier civilisations. At the end of the project, the children are introduced to the concept of decline. They study the causes and consequences of decline, finding out how each civilisation ended and which aspects are still part of our lives today.</p>
UKS2	<p><b><u>Autumn</u></b> <b><u>Dynamic Dynasties</u></b> In this history project, children learn about the history of ancient China. They revisit the term 'civilisation' and learn that ancient China was an advanced civilisation that grew without influence from the rest of the world. They make a timeline of the first dynasties of ancient China and learn how the civilisation began. Children study the myth of the Yellow Emperor and</p>	<p><b><u>Spring</u></b> <b><u>Sow, grow and farm</u></b> In this geography project, children learn about the historical campaign, Dig for Victory, from the Second World War by studying a range of sources of evidence. They learn about the principles behind the campaign and the importance of people growing food to support the war effort.</p>	<p><b><u>Summer</u></b> <b><u>Groundbreaking Greeks</u></b> In this history project, children study a comparative timeline, comparing British, world and Greek history. They compare and make connections between periods of world history, studying civilisations contemporaneous with ancient Greece. They explore an ancient Greek timeline in more depth and learn about the characteristics of each</p>	<p><b><u>Autumn</u></b> <b><u>Maafa</u></b> In this history project, children learn abstract terms including 'rebellion', 'discrimination', 'colonisation', 'diaspora' and 'emancipation'. They learn about Africa as the 'cradle of humankind', study a timeline of African history and discover the richness and diversity of ancient African kingdoms. Children work in research groups to find out about the Kingdom of Aksum,</p>	<p><b><u>Spring</u></b> <b><u>Frozen kingdoms</u></b> In this geography project, children revisit the concept of exploration from the Y2 project Movers and Shakers and describe the significant achievements of explorers who sailed to polar regions using their knowledge of chronology to build a timeline. They examine the decision made by Robert Falcon Scott on his ill-fated expedition to the South</p>	<p><b><u>Summer</u></b> <b><u>Britain at War</u></b> In this history project, children learn abstract terms, including 'allies', 'civilian', 'genocide', 'persecution' and 'surrender'. They create a chronological timeline of Britain at war and use research to create an overview of significant conflicts. Children are introduced to the long term and short term causes of the First World War. They learn how the</p>

<p>the concept of a dynasty. They study archaeological evidence from the lost city of Yin, which proved the existence of the Shang Dynasty. Children infer meaning from archaeological evidence and use their prior knowledge of civilisations to understand the role of belief, craftsmanship, hierarchy and power, everyday life, and warfare during the Shang Dynasty. They encounter new vocabulary, including realm, ancestor, ritual, descendant, spirit and sacrifice. Children study the significance of the unique techniques and craftsmanship used to make bronze ritual objects and learn about the importance of jade carving and silk making. Children study the structure of the Shang Dynasty society, recognising the familiar hierarchical structure showing the king at the top of the hierarchy and peasants and slaves at the bottom. They discover that hierarchy and power</p>	<p>different period. Children study Greek artefacts and consolidate their understanding of the terms 'primary source' and 'secondary source' and discuss the reliability of sources. Children study four different periods of Greek history in depth. They compare the periods and identify continuity and change through time. They revisit aspects of civilisation from the Y4 project Ancient Civilisations and compare the coexisting Minoan and Mycenaean civilisations. Children write historically valid questions about continuity and change during the Greek Dark Age, which they answer through independent research. They compare the Greek Dark Age to the Archaic period and learn about the changes that occurred. Children take a deep dive into the Classical period, learning about Athens and encountering historical concepts, including city states, power and trade. Children learn about direct</p>	<p>the Kingdom of Benin and the Mali Empire, studying aspects including rulers and government, natural resources and trade, homes, wealth, work, religion, culture and art. Children learn about the significance of the discovery of the New World on African history and study Britain's role in the development and growth of the slave trade over time. They learn about the development of the triangular slave trade and why this was a significant global event. They learn about the journeys, conditions on board slave ships and the human impact of life on a plantation. Children learn that the triangular slave trade created the African diaspora, which is the term for communities of black people living in different parts of the world due to the slave trade. They study a wide range of historical evidence to evaluate the human impact of the slave trade, including artefacts, diagrams and sources</p>	<p>Pole and describe the causes and consequences of his demise. Children study the expeditions of Ernest Shackleton and his team, describing events from their perspectives. They learn about the sinking of the SMS Titanic and create a detailed narrative of key events.</p>	<p>declaration of war affected ordinary people, including the millions of men who volunteered to fight. Children learn about events at the beginning of the war in chronological order. They weigh up a range of primary evidence about life in the trenches and build an interpretation of the past from first-hand accounts, letters and photographs. Children learn about the technological advances of the First World War. They build a detailed timeline of significant events during the conflict and answer questions using the organised information. Children evaluate the impact of the First World War on British citizens, using secondary and primary sources to answer an enquiry question. They discover the causes and consequences of the end of the First World War, learning about the turning points that led to Germany's defeat and the terms of the Treaty of Versailles.</p>
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	<p>influenced everyday life and determined a person's place in society. Children use primary and secondary sources to find out why the people of the Shang Dynasty were successful warriors, studying areas such as social structure, weapons, bronze, chariot technology, wealth and leadership to construct their arguments. They begin to compare conclusions, realising that people may interpret evidence in different ways. Children use historical evidence to build a picture of a significant person, studying the tomb of Fu Hao. They ask historically valid questions about the warrior queen and use secondary sources to find the answers. Children answer the enquiry question 'How did the actions of the last king lead to the downfall of the Shang Dynasty?' and use the Records of the Grand Historian, considering if this is a good source of evidence. Children compare the Shang Dynasty to other Bronze</p>		<p>democracy in ancient Greece, comparing this form of government to tyrannies and oligarchies, and learn about the legacy of ancient Greek democracy today. Children learn about the roles of men and women in ancient Greece and find out how gender, wealth and social status affected their lives. They study the social hierarchy of ancient Greece and continue to see the roles of the rich and powerful at the top of the social hierarchy and peasants and slaves at the bottom. They learn about the achievements and influence of the ancient Greeks in the broader world, exploring how significant people's scientific and personal beliefs affected their actions. They also learn about the lives and ideas of great Greek philosophers and mathematicians and understand how their work influences aspects of our lives today. Children learn about the Olympic Games and Greek arts and</p>	<p>written by eyewitnesses. Children develop their understanding of rebellion and divide and rule as they learn about life in enslavement. They think critically, weigh the evidence and sift arguments as they study sources of evidence, understand the authors' viewpoints, why the sources were created, and the contrasting representations of life in enslavement. Children learn the meaning of the terms 'resistance', 'revolt' and 'refusal', and how rebellion played a vital role in the abolition of slavery. Children are taught how the profits of the slave trade affected life in Britain. They learn how money made from enslavement gave Britain wealth and power. They learn about the causes and consequences of the abolition of slavery. They revisit chronology, ordering a timeline of key events leading to the abolition of slavery and discover how religious groups, revolts, the work</p>		<p>They learn about the causes of the Second World War, making connections and drawing contrasts between both conflicts. They revisit diamond ranking from previous history projects, organising the causes of the Second World War in a structure from most to least important. They explain their reasoning to others and consider different points of view. The children learn about the warring nations and use new vocabulary, including Axis Powers, Allied Powers, Grand Alliance, fascist, communist, neutral and pact. Children evaluate the impact of the declaration of war on ordinary people. They articulate a clear, chronological narrative of events at the beginning of the Second World War and learn how significant technological developments made it a unique conflict. They learn the term 'turning point' as they study the Battle of Britain. They evaluate the</p>
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	<p>Age civilisations, comparing and contrasting Egyptian, British and Chinese Bronze Age societies. To conclude the project, children learn about life after the Shang Dynasty, focusing on continuity and change as they study the achievements and long-lasting impact of the Zhou, Qin and Han Dynasties. The children then look at Chinese culture today and identify the legacy of these ancient dynasties on China today.</p>		<p>culture, including Greek theatre, sculpture, architecture and literature. Children use historical sources and artefacts to complete an enquiry into the life of Alexander the Great, his significance, his achievements and his influence on the world, using primary and secondary picture sources and online research to gather evidence. Children use the knowledge they have gained to debate the ancient Greeks' most influential ideas. They discover how the ancient Greek civilisation ended and Roman rule of Greece began, noting the way that Roman art, religion, education and architecture were influenced by ancient Greece. Children study architecture, art and sculpture in their locality to learn about the influence that neoclassicism had in Britain in the 18th and 19th centuries. They identify aspects of life today that are influenced</p>	<p>of abolitionists and economic considerations all affected the campaign. Children learn about life after abolition from different viewpoints. They understand the concept of colonisation and look at the narrative and long and short term causes and consequences of colonisation in the 19th and 20th centuries. Children learn about the lives of black people in Britain in the 20th century, understanding why black people came to live and work in Britain, the contributions they made to society and the difficulties they faced. They learn about the Race Relations Act 1965, why it was passed, and its impact on Britain. The children learn about the significance of inspirational black Britons over the last 500 years and write an account of their learning.</p>		<p>impact of the Second World War on British civilians using online sources, including first-hand accounts. They assess evidence, identify bias and viewpoints and verify information using further evidence and sources. Children are taught about the impact of the war in Europe and learn the term 'anti-Semitism'. They study Anne Frank and her family, discovering how the Nazi regime affected all aspects of their lives. Children explore the actions of world leaders during the war and find out about the causes and consequences of their decisions, including the significant events that ended the Second World War. Children learn about the impact of war on people in the local area and understand the concept of remembrance. At the end of the project, children learn about the post-war world and link changes and developments back to the world wars.</p>
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			by the ancient Greeks, including medicine, theatre, philosophy and democracy.			
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# KS1 - Cycle A

## Prior Learning: (EYFS to KS1 following Cornerstones)

- Past, memories and present
- Palaeontologist, fossils(evidence), prehistoric, extinct
- Ice Age, cave paintings
- Heritage, previous generations, families, parents, grandparents
- Use of photos and artefacts as clues to the past
- Timeline showing the order things happen

## Autumn KS1 – Cycle A – Childhood (year 1)

This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.

	Learning Objective	Skills	Knowledge
Lesson 1 Introductory knowledge	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses <b><u>To use words relating to the passage of time (chronology)</u></b>	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.
Lesson 2 Memorable experience	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.	Everyday objects, such as baby bottles, clothing, toys and books, can tell us about childhood in the past. Use a range of historical artefacts to find out about the past

	<p>interpretations of the past have been constructed</p> <p><b><u>To use sources of information to find out about the past.</u></b></p>		
Lesson 3 Timelines	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><u>To place events in chronological (time) order</u></b></p>	Order information on a timeline.	<p>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Photographs can be ordered chronologically on a timeline</p>
Lesson 4 Important Events	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To use words relating to the passage of time(chronology)</u></b></p>	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	<p>Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.</p>
Lesson 5 Family Trees	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><u>To use words relating to the passage of time(chronology)</u></b></p>	Order information on a timeline.	<p>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>A family tree is a diagram that shows the relationship between people in several generations of a family.</p>
Lesson 6 How does everyday life and childhood in the 1950s compare to today? How long ago was the 1950s?	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><u>To place events in chronological (time) order</u></b></p>	Order information on a timeline.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.

Lesson 7 Everyday life in the 1950s	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Aim - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To use sources of information to find out about the past.</u></b>	Describe an aspect of everyday life within or beyond living memory. Express an opinion about a historical source.	Aspects of everyday life include houses, jobs, objects, transport and entertainment. Historical sources include artefacts, written accounts, photographs and paintings.
Lesson 8 Childhood in the 1950s	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b><u>To use sources of information to find out about the past.</u></b>	Describe an aspect of everyday life within or beyond living memory.	Aspects of everyday life include houses, jobs, objects, transport and entertainment.
Lesson 9 Significant event – Queen's coronation  Lesson 10 - Geography	Learn about events beyond living memory that are significant nationally or globally. <b><u>To use sources of information to find out about the past.</u></b>	Describe a significant historical event in British history	Significant historical events include those that cause great change for large numbers of people. Specific knowledge - The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.
Innovate 1	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To use historical words relating to the passage of time(chronology)</u></b>	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.
Innovate 2  Innovate 3 - PSHE	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and	Order information on a timeline.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.

	<p>how Britain has influenced and been influenced by the wider world. <b><u>To place events in chronological (time) order</u></b></p>		
Innovate 4	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b><u>To understand changes within living memory.</u></b></p>	Identify similarities and differences between ways of life within or beyond living memory.	Identifying similarities and differences helps us to make comparisons between life now and in the past.
Innovate 5	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To use sources of information to find out about the past</u></b></p>	Use a range of historical artefacts to find out about the past	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.
Innovate 6	<p>Learn about significant historical events, people and places in their own locality <b><u>To understand about important events or people in our local area.</u></b></p>	Create stories, pictures, independent writing and role play about historical events, people and periods.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.



## Subject Leader Summary - History

### Spring KS1 – Cycle A – Bright lights big city (year 1)

Geography focus - This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.

	Learning Objective	Skills	Knowledge
Lesson 1 Introductory knowledge	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' <b><u>To understand historical words and phrases</u></b>	Describe the role of a monarch.	A monarch is a king or queen who rules a country. Specific knowledge Queen Elizabeth II is the current monarch of the United Kingdom.
Lesson 2 (Develop lesson 4) A landmark's history	Learn about events beyond living memory that are significant nationally or globally. <b><u>To know about important Historical events which have happened in Britain.</u></b>	Describe a significant historical event in British history.	Significant historical events include those that cause great change for large numbers of people. Specific knowledge The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire.

## Subject Leader Summary - History

### Summer KS1 – Cycle A – School Days (year 1)

This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.

	Learning Objective	Skills	Knowledge
Lesson 1 Introductory in formation	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses <b><u>To use words relating to the passage of time (chronology)</u></b>	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.
Lesson 2 Memorable experience Our school's history	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. <b><u>To use order events on a time line</u></b>	Order information on a timeline.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Specific knowledge A timeline shows information in chronological order. The building and opening of the school is the event that happened longest ago, so will be on the left-hand side of the timeline. The present day will be on the right-hand side of the timeline.
Lesson 3 Engage – important events  (Engage 2/3/4 – Geography lesson Engage 5 - PSHE)	Learn about significant historical events, people and places in their own locality. <b><u>To understand about important events, places or people in our local area.</u></b>	Describe important events in the school's history.	Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Specific knowledge Important events in a school's history include the opening of a new building, a visit from an important guest, the celebration of a significant national or a school-based event such as a centenary.

## Subject Leader Summary - History

Lesson 4 Develop – The Victorian era	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b><u>To understand changes within living memory.</u></b>	Describe an aspect of everyday life within or beyond living memory. Describe changes within or beyond living memory.	Aspects of everyday life include houses, jobs, objects, transport and entertainment. Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.
Lesson 5 Victorian schools	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b><u>To understand changes within living memory.</u></b>	Describe an aspect of everyday life within or beyond living memory.	Aspects of everyday life include houses, jobs, objects, transport and entertainment. Specific knowledge In Victorian schools, boys and girls were separated. Children sat in rows and copied letters and numbers from a blackboard onto slate boards. Teachers were strict and used the dunce's cap and the cane to punish children. Reading, writing and arithmetic, the three Rs, were the most important lesson alongside religious instruction. There were no school dinners, so children went home at lunchtime.
Lesson 6 A day in a Victorian school	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To use sources of information to find out about the past</u></b>	Use a range of historical artefacts to find out about the past	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Specific knowledge First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion
Lesson 7 Victorian classroom artefacts	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To use sources of information to find out about the past</u></b>	Use a range of historical artefacts to find out about the past. Express an opinion about a historical source.	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Historical sources include artefacts, written accounts, photographs and paintings.

Lesson 8 Victorian lessons	Learn about significant historical events, people and places in their own locality. <b><u>To understand about important events, places or people in our local area.</u></b>	Create stories, pictures, independent writing and role play about historical events, people and periods.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Specific knowledge In Victorian schools, children were taught cursive handwriting, reading, writing, arithmetic and religious instruction. Chanting and copying were popular teaching methods. Children were punished if the teacher thought they were not working hard enough, or if their work was messy.
Lesson 9 Significant people – Samuel Wilderspin  (develop 7 – Geography)	Learn about 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. Learn about events beyond living memory that are significant nationally or globally. <b><u>To understand about important people who have made important contributions to history.</u></b>	Understand the term significant and explain why a significant individual is important. Identify some key features of a significant historical event beyond living memory.	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.
Innovate 1	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b><u>To understand changes in living memory.</u></b>	Describe an aspect of everyday life within or beyond living memory.	Aspects of everyday life include houses, jobs, objects, transport and entertainment.
Innovate 2	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b><u>To understand changes in living memory.</u></b>	Identify similarities and differences between ways of life within or beyond living memory.	Identifying similarities and differences helps us to make comparisons between life now and in the past.
Innovate 3	Learn about significant historical events, people and places in their own locality. <b><u>To understand about important events, places or people in our local area.</u></b>	Create stories, pictures, independent writing and role play about historical events, people and periods.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.

Innovate 4	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><i>To place events in chronological (time) order</i></b></p>	Order information on a timeline.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.
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## Key vocabulary KS1 Cycle A

### Significant People

- Elizabeth II, monarch, significant, Samuel Wilderspoon, famous, founder, inventor, legacy, remember, teacher

### Hierarchy and Power

- Monarch, queen

### British History

- Coronation, great fire of London

### Compare and Contrast

- Clue, difference, evidence, similarity, Language of time – a long time ago, after, before, days ago, future, last month, last week, last year, now, on Saturday, past/present, today/tomorrow, weeks ago

### Communication

- Language of time (as above)

### Everyday Life

- 1950s, childhood, entertainment, home, job, shop, transport, British Empire, industrial revolution, Prince Albert, Queen Victoria, Victorian era, canal, classroom, coal, factory, invention, lesson, machine, mill, poor, railway, rich, rule, school, steam power, teacher ,

### Changes over time

- Beyond living memory, comparison, living memory, similar, Victorian, classroom, equipment, school day, teacher punishment, present day

### Chronology

- Baby, toddler , child, decade, family tree, generation, grandparent, great grandparent, older, parent, stage, timeline, language of time as above

### Report and conclude

- Role play, story, writing, discuss, explain, record

### Artefacts and sources

- Artefact, comparison, curator, item, material , museum, object, photograph, document, evidence, first-hand account

### Significant events

- Event, famous, impact, invention

### Local history

- Important event, school history

# KS1 - Cycle B

## Autumn KS1 – Cycle B – Movers and Shakers (year 2)

This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.

	Learning Objective	Skills	Knowledge
Lesson 1 Introductory information	Learn about 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. <b><u>To know about the lives of significant (important) people from the past.</u></b>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge In history, the term significant individual describes a person who is great, important or worthy of attention.
Lesson 2 Memorable experience – studying a locally historically person	Learn about significant historical events, people and places in their own locality. <b><u>To know about the lives of significant (important) people from the past from the local area.</u></b>	Describe, in simple terms, the importance of local events, people and places	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Specific knowledge A significant person in the locality is someone who made big changes in their lifetime, made people's lives better or worse and changed the way people think. Their ideas are still used today and were a very good or very bad role model.
Lesson 3 – engage Exploring Impact	Learn about 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. <b><u>To know about the impact of significant (important) people from the past.</u></b>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.
Lesson 4 – Sorting and Grouping	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To present (historical) information in different ways.</u></b>	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Specific knowledge Categories for sorting significant people include explorers, activists, monarchs, scientists and artists.



Lesson 5 – Ranking Significance	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To present (historical) information in different ways.</u></b>	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Specific knowledge Diamond ranking is a way of organising information and data from most to least important.
Lesson 6 – Timelines	Learn about events beyond living memory that are significant nationally or globally. <b><u>To place historical events in chronological order using a timeline.</u></b>	Sequence significant information in chronological order.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.
Lesson 7 Develop 1 – The Greatest Explorers	Learn about 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. <b><u>To know about the lives and impact of significant (important) people from the past.</u></b>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Significant explorers and their voyages include Vasco de Gama's voyage to India, Christopher Columbus' voyage to the Americas, Captain James Cook's voyage to New Zealand and Australia, Roald Amundsen's voyage to the South Pole and Neil Armstrong's voyage to the Moon.
Lesson 8 Christopher Columbus	Learn about 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. <b><u>To know about the lives and impact of significant (important) people from the past.</u></b>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Christopher Columbus was a significant explorer who lived centuries ago (1451–1506). He travelled from Europe thinking that he would find a western route to the Indies. Instead, he discovered the Americas, which became known as the 'New World'.
Lesson 9 Neil Armstrong	Learn about 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. <b><u>To know about the lives and impact of significant (important) people from the past.</u></b>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Neil Armstrong was the first person to set foot on the Moon in 1969. This event won the space race for America and started a new era of space exploration.

## Subject Leader Summary - History

Lesson 10 Timelines of significant people's lives	Learn about events beyond living memory that are significant nationally or globally. <b><u>To place historical events in chronological order using a timeline.</u></b>	Sequence significant information in chronological order.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.
Lesson 11 Exploration Changes	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b><u>To understand changes within living memory.</u></b>	Describe how an aspect of life has changed over time.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Specific knowledge - There were many differences between the journeys of Columbus and Armstrong, such as transport (Columbus sailed on a ship, Armstrong travelled in a rocket and lunar module) and reasons for travelling (Columbus wanted to find a trade route to the Indies to become rich, Armstrong wanted to fulfil the American promise to land a person on the Moon before the end of the 1960s).
Lesson 12 Develop 2 Activists and their impact	Learn about 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. <b><u>To compare the lives and impact of significant (important) people from the past.</u></b>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge An activist is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.
Lesson 13 Activist timeline	Learn about events beyond living memory that are significant nationally or globally. <b><u>To place historical events in chronological order using a timeline.</u></b>	Sequence significant information in chronological order.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Specific knowledge The campaigns of activists show important issues of the day. For example, William Wilberforce highlighted Britain's role in the treatment of African slaves and Emmeline Pankhurst highlighted inequality between men and women.
Lesson 14 Emmeline Pankhurst	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	Use historical sources to begin to identify viewpoint.	A viewpoint is a person's own opinion or way of thinking about something. Specific knowledge A fact is something that is known or true. An opinion is a thought or belief about something.

	<b><u>To use sources of information to find out about the past.</u></b>		
Lesson 15 Rosa Parks	Learn about 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. <b><u>To know about the lives and impact of significant (important) people from the past.</u></b>	Use historical models to make judgements about significance and describe the impact of a significant historical individual	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Rosa Parks was arrested when she refused to give up her seat for a white passenger on a bus in Montgomery, USA in 1955. Her arrest started the Montgomery bus boycott, which lasted a year before the segregation rules on buses were changed.
Innovate 1	Learn about 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. <b><u>To know about the lives and impact of significant (important) people from the past.</u></b>	Describe and explain the importance of a significant individual's achievements on British history.	Important individual achievements include great discoveries and actions that have helped many people.
Innovate 2	Learn about events beyond living memory that are significant nationally or globally. <b><u>To place historical events in chronological order using a timeline.</u></b>	Sequence significant information in chronological order.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.
Innovate 3	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To use sources of information to find out about the past.</u></b>	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.
Innovate 4	Learn about 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.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information

	<b><u>To know about the lives and impact of significant (important) people from the past.</u></b>		
Innovate 5	<p>Learn about 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.</p> <p><b><u>Present information about the lives and impact of significant (important) people from the past.</u></b></p>	Describe and explain the importance of a significant individual's achievements on British history.	Important individual achievements include great discoveries and actions that have helped many people.
Innovate 6	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>Present information about the lives and impact of significant (important) people from the past.</u></b></p>	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.
(Express 1 – PSHE) Express 2 Memorial	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use sources of information to find out about the past.</u></b></p>	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	<p>Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p> <p>Specific knowledge A memorial is something made to remind people of a significant person or event. It can celebrate their life and show respect for their achievements. Memorials can include statues, monuments, buildings, stamps or money.</p>

## Subject Leader Summary - History

### Spring KS1 – Cycle B – Coastline (year 2)

Geography based topic - This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire. (Geography driver topic)

	Learning Objective	Skills	Knowledge
Lesson 1 Develop 2 lesson 1 Whitby past and present Comparing past and present	<b><u>Geography focus with some history</u></b> Learn about events beyond living memory that are significant nationally or globally.	Describe how an environment has or might change over time. Describe the everyday lives of people in a period within or beyond living memory.	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.
Lesson 2 Dev 2 lesson 2 Jobs in the past	Learn about 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. Learn about events beyond living memory that are significant nationally or globally. <b><u>To know about the lives and impact of significant (important) people from the past.</u></b>	Describe what it was like to live in a different period. Describe the everyday lives of people in a period within or beyond living memory.	A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.
Lesson 3 Dev 2 lesson 3 Captain James Cook	Learn about 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. <b><u>To know about the lives and impact of significant (important) people from the past.</u></b>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Captain James Cook was a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby.

## Subject Leader Summary - History

### Summer KS1 – Cycle B – Magnificent Monarchs (year 2)

This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.

	Learning Objective	Skills	Knowledge
Lesson 1 Introductory information	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To understand vocabulary (words) used to talk about history.</u></b>	Use the historical terms year, decade and century.	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Specific knowledge Historical terms and phrases linked to kings and queens include royal, monarchy, monarch, hierarchy, castle, palace, sovereign, ruler, chronology, timeline, power, rule, AD (anno Domini), reign, period and century.
Lesson 2 Memorable experience – English and British Monarchy Timeline	Learn about events beyond living memory that are significant nationally or globally. <b><u>To place historical events in chronological order using a timeline.</u></b>	Sequence significant information in chronological order.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Specific knowledge A historical period is the duration of a monarch's reign. Historical periods include Anglo-Saxon, Norman, Plantagenet, House of Lancaster, House of York, Tudor, Stuart, Restoration, Hanoverian, House of Saxe-Coburg and Gotha and House of Windsor.
Lesson 3 Engage Power and Rule  (Engage 2 – geography)	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b><u>To understand changes within living memory</u></b>	Describe how an aspect of life has changed over time.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Specific knowledge The power of the English and British monarchy has changed over time. In the past, some monarchs had absolute power and could make their own rules and laws. Today, the Queen, Elizabeth II, is a constitutional monarch, which means that laws are made by parliament and the Queen represents the nation.

Lesson 4 Engage 3 Royal portraits	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To use sources of information to find out about the past.</u></b>	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it	Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Specific knowledge Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. The facial expressions, objects, clothing, poses and backgrounds in royal portraits are used to give a message about the monarch to the viewer.
Lesson 5 Develop 1 Sovereign's timeline	Learn about events beyond living memory that are significant nationally or globally. <b><u>To place information in chronological order using a timeline.</u></b>	Sequence significant information in chronological order.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Specific knowledge Six significant sovereigns in English and British history are Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II.
Lesson 6 Alfred the Great	Learn about 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. <b><u>To place historical events in chronological order.</u></b>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Alfred the Great ruled between AD 871–899. He defeated Viking invaders and became the first king of a unified England. He also valued reading and knowledge and translated books from Latin for others to read.
Lesson 7 William the Conqueror	Learn about events beyond living memory that are significant nationally or globally. <b><u>To know about the lives and impact of significant (important) people from the past.</u></b> <b><u>To place historical events in chronological order using a timeline.</u></b>	Sequence significant information in chronological order.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Specific knowledge The Bayeux Tapestry is an embroidered cloth, nearly 70 metres long and 50 centimetres tall, which shows the events leading up to the Norman conquest of England, including the Battle of Hastings.



Lesson 8 Hierarchy and power	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b><u>To understand vocabulary (words) used to talk about history.</u></b></p>	Describe the hierarchy of a past society.	<p>Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p> <p>Specific knowledge The feudal system was a way of organising society. The king was at the top of the feudal system followed by the tenants-in-chief, knights and peasants. Peasants were either freemen or serfs. Serfs were at the bottom of the feudal system.</p>
Lesson 9 Henry VIII	<p>Learn about 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.</p> <p><b><u>To know about the lives and impact of significant (important) people from the past.</u></b></p>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	<p>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Specific knowledge Henry VIII is most famous for his desire to have a son as heir to the throne of England. To try to achieve this, he split from the Roman Catholic Church, divorced his first wife and married Anne Boleyn. Henry had three children, including a son, Edward.</p>
Lesson 10 Elizabeth I	<p>Learn about 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.</p> <p><b><u>To know about the lives and impact of significant (important) people from the past.</u></b></p>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	<p>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Specific knowledge Elizabeth I was the second daughter of Henry VIII. She became queen after her brother, Edward VI and sister, Mary I had died. She wasn't married and ruled the country alone. She became popular with ordinary people and supported exploration, the arts and the Church of England. Her Royal Navy stopped an invasion by the Spanish Armada in 1558.</p>

## Subject Leader Summary - History

Lesson 11 Queen Victoria	<p>Learn about 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.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p><b><u>To make comparisons about the lives and impact of significant (important) people from the past.</u></b></p>	<p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Explain why an event from the past is significant.</p>	<p>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.</p>
Lesson 12 Elizabeth II	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>Present information about the lives and impact of significant (important) people from the past.</u></b></p>	<p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>	<p>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p> <p>Specific knowledge Elizabeth II is a constitutional monarch whose role is the head of state of the United Kingdom and Commonwealth. Her work includes supporting charities, presenting awards, opening parliament, hosting garden parties and royal banquets and passing the Crown Act</p>
Innovate 1	<p>Learn about 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.</p> <p><b><u>To learn about the lives and impact of significant (important) people from the past.</u></b></p> <p><b><u>To present (historical) information in different ways.</u></b></p>	<p>Describe and explain the importance of a significant individual's achievements on British history.</p>	<p>Important individual achievements include great discoveries and actions that have helped many people.</p>
Innovate 2	<p>Learn about 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.</p> <p><b><u>To make comparisons about the lives and impact of significant (important) people from</u></b></p>	<p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p>

## Subject Leader Summary - History

	<b><u>the past. To present (historical) information in different ways.</u></b>		
Innovate 3	Learn about 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. <b><u>To present (historical) information in different ways.</u></b>	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.
(Innovate 4 Geog) Innovate 5	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To present (historical) information in different ways.</u></b>	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.
Innovate 6	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To present (historical) information in different ways.</u></b>	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.
Express 1 Who was the most significant sovereign?	Learn about 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. <b><u>To make comparisons about the lives and impact of significant (important) people from the past.</u></b>	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.

Express 2 Royal Advisers	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To present (historical) information in different ways.</u></b>	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Specific knowledge As Elizabeth II's eldest child, Prince Charles is next in line to the British throne.
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## Key vocabulary KS1 Cycle B:

### Significant People

- Captain James Cook, Christopher Columbus, Dawson's model, Emmeline Pankhurst, Henry VII, Joseph Lister, Mary Anning, Neil Armstrong, Paul Cezanne, Roald Amundsen, Rosa Parks, Vasco de Gama, achievement, action, activist, artist, criteria, explorer, historical figure, impact, importance, lifetime, monarch, role model, scientist, significance, significant, explorer, legacy, remember, statue, Act of Union, Alfred the Great, Anne Boleyn, Catherine of Aragon, Duke of Normandy, Elizabeth I, Elizabeth II, Harold II, Henry VII, Jane Seymour, Pope Clement VII, Prince Albert, Queen Victoria, William, William the Conqueror, achievement, actions, impact, important, monarch, negative, positive, reign, ruler, significant, significance

### Hierarchy and Power

- Absolute power, baron, bishop, class, classes, control, feudal system, freeman, government, hierarchy, important, king, kingdom, knight, leader, least powerful, monarch, most powerful, peasants, role, rule, serfs, society, status, tenants in chief, vassal

### British History

- Exploration, Alfred the Great, Anglo Saxons, Anglo Saxon chronicle, Battle of Hastings, Bayeux Tapestry, Church of England, Elizabeth I, Norman, Spanish Armada, William the Conqueror, battle, conquer, explorer, government, impact, invade, kingdom, parliament, reign, significance

### Compare and Contrast

- Compare, difference, similarity, over time, power, similar

### Communication

- Century, decade, year, anno Domini, AD, century, chronology, decade, empire, future, government, hierarchy, kingdom, monarch, monarchy, order, palace, past, period, power, present power, present, royal, rule, ruler

### Everyday Life

- Americans, New World, discovery, exploration, technology, voyage, entertainment, job, past, present, shop, transport, Domesday Book, class, control, feudal system, position, power, role, separated, society, status, wealth

### Changes over time

- Change, compare, difference, in the past, now, similarity, Bill of Right, Head of State, Statute of Proclamations, absolute power, compare, constitutional monarch, model parliament, power, rule

### Chronology

- Century, chronological order, chronology, date, decade, order, period of time, sequence, timeline, AD, Anglo Saxon, Commonwealth of England, Goth and House of Windsor, Hanoverian, House of Lancaster, House of Saxe-Coburg, House of York, Norman, Plantagenet, Restoration, Stuart, Tudor, century, chronological order, chronology, dates, decade, duration, historical period, past

### Report and conclude

- Diamond ranking, explain, historical model, order, sort, table, compare debate, discuss, explain, explore, negative, positive, question, rank, recall, sort, write

### Artefacts and sources

- Artefact, artist, background, clothing, evidence, facial expression, object, painting, portrait, pose

### Significant events

- SS Rohilla, battle, civil war, death, defeat, divorce, empire event, invasion, marriage, victory, war

### Local history

- Commemorate, local, locality, monument, museum, plaque

Gaps KS1 (after both cycles of Cornerstones)

- Lack of local history ie Florence Nightingale and her impact on nursing (Derbyshire born with several references to her in building names and statues in Derby City Centre), In Bright Lights and Big City children undertake a short local study – links could be made here to the canal path adjacent to school and how this relates development/history of the local area
- Missed opportunities in Childhood decade study to introduce the moon landing, changes to travel ie East Midland Airport officially opened in 1965
- Fire of London (within Geography project – Bright Lights Big City) is only 2 lessons long allowing little depth to the project (we used Samuel Pepys' diary in English to offset this)

# LKS2 - Cycle A

## Prior Learning: ( KS1 to LKS2 following Cornerstones)

- Changes in living memory and beyond (locally and nationally)
- Significant historical people, events and places in the local area, nationally and internationally and their contribution to history – Neil Armstrong, Christopher Columbus, Emilie Pankhurst, Rosa Parks, James Cook
- SS Rohilla and RNLI
- The Queen (coronation and her life) – term Monarch
- Timeline of sovereigns and associated language
- Great Fire of London – causes and consequences
- History of the school
- Victorian era (comparisons with today)
- Understand timelines
- Compare artefacts
- Begin to understand historical enquiry
- Begin to make comparisons between life in different periods
- Understand simple historical concepts ie continuity and change
- Begin to understand abstract terms such as parliament, civilisation

## Autumn LKS2 – Cycle A –Through the ages (year 3)

This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement

	Learning Objective	Skills	Knowledge
Lesson 1 Introductory in formation	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To place historical events in chronological order</u></b>	Use historical terms to describe different periods of time.	Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Specific knowledge BC stands for 'before Christ' meaning the time before Jesus Christ was born. BCE means 'before common era', which is an alternative version of BC. AD means 'anno Domini', which is the Latin for 'in the year of our Lord' meaning after Jesus Christ was born. CE means 'common era' and indicated the time after AD 1, which is an alternative version of AD.



Lesson 2 Memorable experience A prehistoric visit	Learn about changes in Britain from the Stone Age to the Iron Age.  <b><u>To use different sources to collect evidence about the past.</u></b>	Describe the everyday lives of people from past historical periods.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.
Lesson 3 – engage Stone age chronology	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  <b><u>To place historical events in chronological order</u></b>	Sequence dates and information from several historical periods on a timeline.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Specific knowledge The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrive c2500 BC. The Stone Age is split into three periods, the Palaeolithic, the Mesolithic and the Neolithic.
Lesson 4 Everyday life in the stone age	Learn about changes in Britain from the Stone Age to the Iron Age.  <b><u>To use different sources to collect evidence about the past.</u></b>	Describe the everyday lives of people from past historical periods.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Specific knowledge The Stone Age is named after the materials humans used to make their tools and weapons. During this time, life changed and became more sophisticated as new tools, homes and food producing techniques were invented.

Lesson 5 Stone age tools	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><u>To use different sources to collect evidence about the past.</u></b></p>	Describe ways in which human invention and ingenuity have changed how people live.	<p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>Specific knowledge Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time. Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles.</p>
Lesson 6 Stone age settlements	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use different sources to collect evidence about the past.</u></b></p>	Make deductions and draw conclusions about the reliability of a historical source or artefact.	<p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Specific knowledge Skara Brae is a Neolithic settlement on the Orkney Islands in Scotland. Well preserved dwellings and artefacts have been discovered there, which have helped historians and archaeologists to understand more about life in the Neolithic.</p>
Lesson 7 Cheddar man	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use different sources to collect evidence about the past and begin to consider its reliability.</u></b></p>	Make deductions and draw conclusions about the reliability of a historical source or artefact.	<p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Specific knowledge Cheddar Man was discovered in Gough's Cave in Cheddar Gorge, Somerset in 1903. Archaeologists have recently used reliable evidence from radiocarbon dating, genetic analysis, bone analysis and facial reconstruction to find out more about Cheddar Man. He lived over 10,000 years ago,</p>

			was in his 20s when he died, had blue or green eyes, dark wavy hair and black skin
Lesson 8 End of the Stone Age	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To demonstrate my historical knowledge in a variety of ways.</u></b>	Explain the cause and effect of a significant historical event.	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Specific knowledge By the end of the Stone Age, humans had started to live in permanent settlements and farm crops and animal.
Lesson 9 – develop 1 Bronze age chronology	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. <b><u>To place historical events in chronological order using a timeline.</u></b>	Sequence dates and information from several historical periods on a timeline.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Specific knowledge The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. It ended when society in Britain and Europe collapsed.
Lesson 10 Beaker folk	Learn about changes in Britain from the Stone Age to the Iron Age. <b><u>To use evidence to describe everyday lives in the past.</u></b>	Describe the everyday lives of people from past historical periods.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Specific knowledge The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.

Lesson 11 Everyday life in the Bronze age	Learn about changes in Britain from the Stone Age to the Iron Age. <b><u>To use evidence to describe the lives of people in the past.</u></b>	Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.	The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Specific knowledge The discovery of bronze changed the way that people lived, farmed, fought, traded and dressed
Lesson 12 Metal working	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. <b><u>To use different sources to collect evidence about the past.</u></b>	Describe ways in which human invention and ingenuity have changed how people live.	Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Specific knowledge During the Bronze Age, tools and weapons were made from metals, such as bronze. Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased.
Lesson 13 Wealth and power	Learn about changes in Britain from the Stone Age to the Iron Age. <b><u>To use different sources to collect evidence about everyday life in the past.</u></b>	Describe the roles of tribal communities and explain how this influenced everyday life.	Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. Specific knowledge In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people. People who controlled metal mines were rich and powerful. People without access to metal ores were poor. An increase in wealth lead to conflicts between tribes and the need for defensive walls around settlements.

Lesson 14 Amesbury Archer	<p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b><u>To use different sources to collect evidence about the past and begin to consider its reliability.</u></b></p>	Describe the everyday lives of people from past historical periods.	<p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p><b>Specific knowledge</b> The Amesbury Archer is the name given to a set of Bronze Age human remains found in Amesbury, Wiltshire. The remains were buried with objects, including flint arrow heads, a metalworking tool and Bell Beaker pottery.</p>
Lesson 15 End of the Bronze Age	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To describe the cause and impact of a significant historical event.</u></b></p>	Explain the cause and effect of a significant historical event.	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p><b>Specific knowledge</b> The Bronze Age collapse is the name given to a period of time when society collapsed in Britain and Europe. The weather, natural disasters in Europe and rebellion by the poor against the rich are all theories given for the Bronze Age collapse.</p>
Lesson 16 Develop 2 Iron age chronology	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><u>To place historical events in chronological order</u></b></p>	Sequence dates and information from several historical periods on a timeline	<p>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p><b>Specific knowledge</b> The Iron Age in Britain started c700 BC when Celts from Europe settled in Britain</p>

			and brought their ironworking skills with them. It ended after the invasion of the Romans in AD 43.
Lesson 17 Cause and effect	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><u>To describe the impact of a significant historical event.</u></b></p>	Describe how a significant event or person in British history changed or influenced how people live today.	<p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>Specific knowledge Knowledge of ironworking arrived with the Celts. It improved tools and weapons, so farming became more efficient. It increased conflict, because all tribes had access to strong, sharp weapons that they could use to attack neighbouring tribes. Celts in Britain also traded metal, cloth and luxury goods with other Celts in Europe.</p>
Lesson 18 Farming boom	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><u>To describe the impact of a significant historical event.</u></b></p>	Describe how a significant event or person in British history changed or influenced how people live today.	<p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>Specific knowledge Farming became more efficient in the Iron Age, due to stronger, more durable iron tools. Farmers used fields outside hillforts to raise cattle and crops and began to use fertilisers. They traded surplus crops with other tribes. Efficient farming led to more free time for feasting, playing games and learning new skills and crafts.</p>

Lesson 19 Invention and ingenuity	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><u>To describe the impact of a significant historical event.</u></b></p>	Describe ways in which human invention and ingenuity have changed how people live.	<p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>Specific knowledge Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.</p>
Lesson 20 Iron age boards	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use different sources to collect evidence about the past and begin to think about their reliability</u></b></p>	Make deductions and draw conclusions about the reliability of a historical source or artefact.	<p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Specific knowledge A hoard is a group of precious objects that have been buried in the ground to be retrieved later. The Snettisham hoard consisted of rings, bracelets, ingots, 234 coins and over 200 torcs made of precious metals. Some pieces in the hoard were unfinished and some were deliberately broken.</p>
Lesson 21 Hill forts and homes	<p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b><u>To use different sources to collect evidence about everyday life in the past</u></b></p>	Describe the everyday lives of people from past historical periods.	<p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Specific knowledge Hillforts were Iron Age settlements that were built on top of a hill. The height of a hillfort gave tribespeople a good view of</p>

			the surrounding area and the ditches and ramparts around the edge provided protection
Lesson 22 Celtic warriors	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use different sources to collect evidence about the past and begin to consider its reliability.</u></b></p>	Make deductions and draw conclusions about the reliability of a historical source or artefact.	<p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Specific knowledge Written evidence about Celtic warriors comes from Roman invaders or Greek historians. This evidence may be unreliable, because the writers were making assumptions about Celtic warriors or they were trying to make their enemies sound frightening.</p>
Lesson 23 Celtic beliefs	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use different sources to collect evidence about the past and begin to consider its reliability.</u></b></p>	Make deductions and draw conclusions about the reliability of a historical source or artefact.	<p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Specific knowledge Historical sources for Celtic beliefs include written texts from Roman and Greek authors, human remains, artefacts and mythology. These sources may not be reliable on their own, but can be used together to build a picture of Celtic beliefs.</p>
Lesson 24 End of the Iron age	<p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b><u>To describe the impact of a significant historical event.</u></b></p>	Describe the everyday lives of people from past historical periods.	<p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p>



			Specific knowledge The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain.
Innovate 1 Geography			
Innovate 2	Learn about changes in Britain from the Stone Age to the Iron Age. <b><u>To use different sources to collect evidence about everyday life in the past</u></b>	Describe the everyday lives of people from past historical periods.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.
Innovate 3	Learn about changes in Britain from the Stone Age to the Iron Age. <b><u>To use different sources to collect evidence about everyday lives the past</u></b>	Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.	The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.
Innovate 4	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To make deductions about the past</u></b>	Make deductions and draw conclusions about the reliability of a historical source or artefact.	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others
Innovate 5	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. <b><u>Make deductions about the past</u></b>	Sequence dates and information from several historical periods on a timeline.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.

Innovate 6	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>Make deductions about the past</u></b>	Make deductions and draw conclusions about the reliability of a historical source or artefact.	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.
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## Spring LKS2 – Cycle A – Rocks, relics and rumbles (year 3)

Geography based Topic -This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

	Learning Objective	Skills	Knowledge
Lesson 1 (Engage 3) Mary Anning	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To use different sources to collect evidence about the past.</u></b> <b><u>To know about the impact of significant historical discoveries.</u></b>	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. Specific knowledge Mary Anning was a palaeontologist (scientist who studies fossils). She discovered the first complete Ichthyosaur fossil. This was an important discovery because it challenged the way scientists had believed the natural world had developed.
Lesson 2 (Develop 8) Pompeii	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.	Explain the cause and effect of a significant historical event	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Specific knowledge Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD

	<u><i>To describe the cause and effect of a significant historical event.</i></u>		79. The archaeological site of Pompeii is historically significant because it provides a large amount of information about Roman life.
Lesson 3 (Develop 9) Making Deductions	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <u><i>To use different sources to make deductions about the past and begin to consider its reliability.</i></u>	Make deductions and draw conclusions about the reliability of a historical source or artefact.	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.

## Summer LKS2 – Cycle A – Emperors and Empires (year 3)

This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.

	Learning Objective	Skills	Knowledge
Lesson 1 Introductory knowledge	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  <u><i>To place historical events in chronological order</i></u>	Sequence dates and information from several historical periods on a timeline.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Specific knowledge Key dates in Roman history include: 55–54 BC when Julius Caesar invaded Britain twice but unsuccessfully; AD 43 when Roman emperor, Claudius, invaded and conquered Britain; AD 410 when Roman rule ended in Britain.

Lesson 2 Memorable experience Living museum	Learn about the Roman Empire and its impact on Britain. <b><u>To use different sources to find out about the past</u></b>	Skill Year 3 Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.	Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.
Lesson 3 Engage 1 Everyday life in Roman Britain	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To ask historical questions. ('how', 'why' and 'to what extent')</u></b>	Ask well composed historical questions about aspects of everyday life in ancient periods.	Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.
Lesson 4 Founding of Ancient Rome	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To understand the reliability of different viewpoints.</u></b>	Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.
Lesson 5 Ruling Rome	Learn about the Roman Empire and its impact on Britain. <b><u>To understand hierarchy and different roles in past civilisations.</u></b>	Describe the hierarchy and different roles in past civilisations.	Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were

			<p>the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.</p> <p>Specific knowledge Over time in Rome, there were three different systems of rule; a kingdom, a republic and an empire.</p>
<p>Lesson 6</p> <p>Growth and expansion of the Roman Empire</p>	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To understand the impact of significant historical events on Britain.</u></b></p>	<p>Describe the achievements and influence of the ancient Romans on the wider world.</p>	<p>The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.</p> <p>Specific knowledge The Roman Empire grew over time, as the Roman army fought wars and conquered lands around the Mediterranean Sea, including countries in Europe, North Africa and the Middle East.</p>
<p>Lesson 7</p> <p>Emperors of the Empire</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To present historical information in different ways.</u></b></p>	<p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p>	<p>Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.</p> <p>Specific knowledge Nine significant Roman emperors include: Augustus (63 BC–AD 14); Tiberius (42 BC–AD 37); Caligula (AD 12–41); Claudius (10 BC–AD 54); Nero (AD 37–68); Trajan (AD 53–117); Hadrian (AD 76–138); Commodus (AD 161–192); Constantine (cAD 280–337).</p>
<p>Lesson 8</p> <p>Hierarchy in Roman Britain</p>	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To understand hierarchy and different roles in past civilisations.</u></b></p>	<p>Describe the hierarchy and different roles in past civilisations.</p>	<p>Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were</p>

			the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.
Lesson 9 Roman Army	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To understand hierarchy and different roles in past civilisations.</u></b></p>	Describe the hierarchy and different roles in past civilisations.	<p>Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.</p> <p><b>Specific knowledge</b> The basic structure or hierarchy of a Roman army legion was complex. It included: contubernium, which consisted of eight men who lived and worked together; centuries, which were made up of 10 contubernia with a total of 80 men commanded by a centurion; cohorts, which included a group of centuries or a maximum of 800 fighting men. A Roman legion was commanded by a legatus legionis.</p>
Lesson 10 Develop 1 First invasion of Britain	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To describe the cause and effect of a significant historical event.</u></b></p>	Explain the cause and effect of a significant historical event.	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p><b>Specific knowledge</b> Roman army general, Julius Caesar first invaded Britain in 55 BC, then again in 54 BC. His attempts were unsuccessful</p>

Lesson 9 Roman Conquest	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To describe the cause and consequences (impact) of a significant historical event in Britain.</u></b></p>	<p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p>	<p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.</p> <p>Specific knowledge The cause of the invasion in AD 43 was for Emperor Claudius to show he was a skilled military leader and a great emperor. The impact of the invasion was that Britannia became Romanised.</p>
Lesson 10 Boudicca's rebellion	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To describe the impact of significant events (power struggles) on Britain.</u></b></p>	<p>Describe the significance and impact of power struggles on Britain.</p>	<p>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.</p> <p>Specific knowledge A rebellion is an act of resistance against government or authority.</p>
Lesson 11 Struggle with Scotland	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To describe the impact of significant events (power struggles) on Britain.</u></b></p>	<p>Describe the significance and impact of power struggles on Britain.</p>	<p>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.</p> <p>Specific knowledge The Romans wanted to conquer Caledonia (Scotland) after conquering Britannia (England and Wales). They tried to bribe and fight the</p>

			tribes in Scotland, but northern Caledonians, called Picts, refused to surrender.
Lesson 12 Hadrian's wall	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To describe the impact of significant events (power struggles) on Britain.</u></b></p>	Describe the significance and impact of power struggles on Britain.	<p>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.</p> <p>Specific knowledge Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. It stretched across the north of England and was built from earth, turf and stone. Forts, milecastles and turrets helped soldiers protect the border.</p>
Lesson 13 Life in a Roman Fort	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use different sources to make deductions about the past and begin to consider its reliability.</u></b></p>	Make deductions and draw conclusions about the reliability of a historical source or artefact.	<p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Specific knowledge The Vindolanda tablets were found in 1973 at Vindolanda Roman fort near Hadrian's Wall. They are made of wood and written on with pen and ink. 700 tablets have been found containing letters, shopping lists and party invitations written by people in the fort.</p>



Lesson 14 Develop 2 Life in Roman Britain	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To understand the impact of significant events and groups of people on Britain.</u></b></p>	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	<p>Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Specific knowledge Many people who lived near new Romans towns and forts became Romanised. They started to live an urban lifestyle, worship Roman gods and follow Roman culture, such as enjoying feasts and wearing Roman clothing. Merchants used Roman money and traded with others across the Empire. Wealthier Britons began to learn Latin and use written communication and many people benefited from Roman engineering and technology.</p>
Lesson 15 Roman invention and ingenuity	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><u>To understand the impact of significant events and groups of people on Britain (British life).</u></b></p>	Describe ways in which human invention and ingenuity have changed how people live.	<p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Specific knowledge Roman inventions include forts, roads, bridges, towns, aqueducts, underfloor heating (hypocaust), lighthouses and sewers.</p>
Lesson 16 Roman Roads	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b><u>To understand the impact of significant events and groups of people on Britain (British life).</u></b></p>	Describe ways in which human invention and ingenuity have changed how people live.	<p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Specific knowledge The Romans built roads to link up Roman towns and so that the army could move around easily. They were well built from concrete, stone,</p>

			broken tiles and gravel and were straight. Bridges were built when rivers needed to be crossed.
Lesson 17 Roman towns in Britain	Learn about the Roman Empire and its impact on Britain.  <b><u>To understand the impact of significant events and groups of people on Britain.</u></b>	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs	Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Specific knowledge Before the Romans arrived there were no towns In Britain. Romans built towns on a grid system. All towns in the Roman Empire were similar and contained a forum, basilica, temples and bath houses.
Lesson 18 Romano British culture	Learn about the Roman Empire and its impact on Britain. <b><u>To understand the impact of significant events and groups of people on Britain.</u></b>	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Specific knowledge The Romans led a rich and cultured life. They enjoyed activities, such as feasting and dinner parties, music and dancing, gladiator tournaments and fashion.
Lesson 19 Religion	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  <b><u>To understand the impact of significant events and groups of people on Britain.</u></b>	Describe how a significant event or person in British history changed or influenced how people live today.	Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.

			Specific knowledge Traders brought the news of Christianity to Roman Britain but at first the Romans punished Christians. Emperor Constantine was the first Christian emperor and he wrote the Edict of Milan, which made Christianity legal in AD 313. 10 years later, Christianity became the official religion of the Roman Empire.
Lesson 20 Ivory Bangle lady	Learn about the Roman Empire and its impact on Britain.  <b><u>To understand the impact of significant events and groups of people on Britain.</u></b>	Describe the achievements and influence of the ancient Romans on the wider world.	The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity. Specific knowledge Archaeological evidence from the Ivory Bangle Lady indicates that wealthy people of African descent lived in Roman Britain, luxury goods from across the Roman Empire were available in York and Christian and pagan beliefs existed alongside each other in Roman Britain.
Lesson 21 Romanisation in the local area	Conduct a local history study.  <b><u>To use different sources to find out about the past</u></b>	Analyse a range of historical information to explain how a national or international event has impacted the locality	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.

Lesson 21 Roman withdrawal	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To describe the cause and effect of a significant historical event.</u></b></p>	<p>Explain the cause and effect of a significant historical event.</p>	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. The Romans started to withdraw from Britain cAD 400 because of invasions by the barbarian Visigoths in other parts of the Empire. The Britons asked Rome for help in AD 410 but Emperor Honorius refused to send troops to defend the Britons and declared they had to 'look to their own defences'</p>
Innovate 1	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use different sources to make deductions about the past and begin to consider its reliability.</u></b></p>	<p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p>
Innovate 2	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To understand the impact of significant people on Britain.</u></b></p>	<p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p>	<p>Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</p>
Innovate 3	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To explain the cause, consequence and impact of a significant historical event.</u></b></p>	<p>Describe the significance and impact of power struggles on Britain.</p>	<p>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.</p>

Innovate 4	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>To understand the impact of significant people on Britain.</u></b></p>	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.
Innovate 5	<p>Learn about the Roman Empire and its impact on Britain.</p> <p><b><u>Use historical sources to make comparisons.</u></b></p>	Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.	Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.
Innovate 6	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To describe the cause and effect of a significant historical event.</u></b></p>	Explain the cause and effect of a significant historical event.	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.
Express 1 Presenting our findings	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>Present historical information in different ways.</u></b></p>	Make choices about the best ways to present historical accounts and information	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.

Express 2 New invaders	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To describe the cause and effect of a significant historical event.</u></b></p>	Explain the cause and effect of a significant historical event.	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Specific knowledge By AD 410, Roman troops withdrew from Britain to help fight wars elsewhere in the Empire. As the Romans left Britain, other invaders came to Britain including Angles, Saxons, Picts, and Scots. As a result of the withdrawal, towns and villas were abandoned, money went out of use and writing declined. The event also lead to the invasion of Britain by the Anglo-Saxons because there was no army to defend the borders.</p>

## Key vocabulary LK2 Cycle A:

### Significant People

- Amesbury Archer, Bell Beaker folk, Cheddar Man, Emperor Claudius, Jesus Christ, Julius Caesar, Mary Anning, palaeontologist, scientist, Agricola, Boudicca, Emperors- Augustus, Caligula, Claudius, Commodus, Constantine, Hadrian, Honorius, Nero, Tiberius, Trajan, Julius Caesar, Tacitus

### Hierarchy and Power

- Chief, community, conflict, defence, equal, peace, poor, power, rich, role, social hierarchy, status, tribe, warfare, wealth, absolute power, authority, consul, control, dictator, elect, emperor, empire, equite, freedom, freeman, government, governor,, judge, king, kingdom, lawmaker, legion, lower class, monarchy, oath, ownership, patrician, plebeian, politician, power struggles, priest, province, rank, rebellion, region, reign, republic, resistance, rights, role, rule, ruler, senate, senator, slave, social hierarchy, staus, structure, tax, upper class, vote,

### British History

- Bell Beaker Folk, Bronze Age, Celt, Iron Age, Roman invasion, Stone Age, Roman Invasion, Stone Age, boundary, country, farming, metalworking, prehistory, discovery, Britannia, Celt, Hadrian's Wall, Romanisation, invasion

### Compare and Contrast

- Analyse, aspect, common, compare, con, connection, consider, contrast, difference, discern, discuss, enquiry, evaluate, exploration, for and against, investigation, pro, question, similarity, trend, describe, devise, observe, same

### Communication

- AD, BC, Bronze Age, Iron Age, Mesolithic, Neolithic, Palaeolithic, Stone Age, century, era, millennia, prehistory, cause, change clarify, concept, continuity, definition, effect, empathy, question, significance, statement

### Everyday Life

- Amesbury Archer, afterlife, art, belief, bronze, ceremony, craftsperson, defence, defensive wall, domesticated animal, druid, farmer, feast, fire, games, hillfort, hunter-gatherer, iron, metalworking, music, nomad, poetry, pottery, religion, roundhouse, sacrifice, settlement, stone, tool, trade, warrior, weapon, paterfamilias, Latin, Romanisation, bridge, ceremony, church, family, fort, god, goddess, leisure, merchant, money, pagan, road, shrine, slavery, soldier, temple, town worship, writing

### Changes over time

- Doggerland, cause, change, coherent, consequence, continuity, develop, diverse, dynamic, extinct, improvement, influence, permanent, process, progress, shape, temporary, transitions, effect, impact, result

### Chronology

- AD, BC, Bronze Age, Celt, Gregorian calendar, Iron Age, Roman, Stone Age, chronological narrative, date, duration, future, historical period, order, past, present, sequence, timeline,

### Report and conclude

- Amend, analysis, articulate, check, conclusion, correct, deduction, expand, express, highlight, historical account, outcome, present, reason, recall, record, reference, reflection, reveal, review, sort, statement, summary, Dawson's model, consensus, description, explain, findings, narrative, non-chronological report, order, plan, reason, respond, sort, suggest, timeline

### Artefacts and sources

- Boscombe Bowman, Cheddar Man, Lindow Man, Skara Brae, accurate, archaeologist, argument, artefact, assumption, author, claim, evidence, excavation, fact, historian, historical source, hoard, infer, interpretation, motive, object, opinion, oral, preservation, primary source, proof, purpose, quote, radiocarbon dating, reconstruction, reliability, remains, rigorous, secondary source, viewpoint, written, plaster cast, record, Cassius Dio, Ivory Bangle Lady, Julius Caesar, Tacitus, Vindolanda Tablet, account, benefit, biased, exhibit, fragile, grave goods, historian, human remains, opinion, perceive, quote, report, represent, scientific analysis, translation, version

### Significant events

- Amesbury Archer, Bell Beaker Folk, Bronze Age, Roman invasion, cause, collapse, consequence, discovery, effect, factor, invention, long term, metalworking, short term, significance, Pompeii, volcanic eruption, Hadrian's wall, Jesus Christ, Roman, Romanisation, cause, collapse, conquest, consequence, effect, founding, invasion,

### Local history

- Living museum, Romanisation, analyse, belief, culture, identity, impact, international, local history study, locality, national, negative, positive, settlement, shape

### Civilisations

- Bronze Age, Celtic, Iron Age, Stone Age, civilisation, collapse, community, craftsmanship, develop, efficient, game, invasion, invention, language, migration, monument, music, peace poetry, population, pottery, preservation of food, rebellion, religion, society, sophisticated, technology, tool, trade, tribe, warfare, weaving, Britannia, Christianity, Greek, Latin, Pax Romana, Romanisation, achievement, adapt, alliance,, architecture, army, art, beliefs, calendar, citizen, city state, client kingdom, complex, conquest, construction, culture, demigod, drama, fort, frontier, gladiator, growth, influence, ingenuity, law, multiculturalism, network, theatre, town, transform, urban, welfare system



# LKS2 - Cycle B

## Autumn LKS2 – Cycle B –Invasion (Year 4)

This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.

	Learning Objective	Skills	Knowledge
Lesson 1 – Introductory knowledge	<p>Learn about the Roman Empire and its impact on Britain. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b><u>To explain the cause and effect of a significant historical event.</u></b></p>	<p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain in detail the multiple causes and effects of significant events</p>	<p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p>
Lesson 2 Memorable experience The Ruin	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To interpret (understand) a primary source and consider its reliability.</u></b></p>	<p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint</p>	<p>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Specific knowledge The Ruin is an Anglo-Saxon poem written by an anonymous author sometime between the 8th and 9th century, 400 years after the Roman withdrawal. It describes the fall of a Roman city in Britain, thought to be Bath.</p>
Lesson 3 Engage 1 Invasion timeline	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,</p>	<p>Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p>

	<p>frame historically valid questions and create their own structured accounts, including written narratives and analyses</p> <p><b><u>To understand the chronology of significant historical events.</u></b></p>		<p>Specific knowledge During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans.</p>
<p>Lesson 4</p> <p>Significant events of the early middle ages</p> <p>(Engage 3 – Geog)</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To sequence significant historical events on historical timelines</u></b></p>	<p>Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p>Specific knowledge Timelines help us to understand longer and more complex periods of time by breaking significant events and periods into smaller parts, putting events in chronological order and helping us to understand cause and effect.</p>
<p>Lesson 5</p> <p>Develop 1</p> <p>Anglo-Saxon invasion</p>	<p>Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p><b><u>To explain the cause and effect of a significant historical event.</u></b></p>	<p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p>	<p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p>Specific knowledge The Jutes first came to Britain at the invitation of the leader Vortigern, to help the Britons defend themselves from the Picts and Scots. However, the Saxons, Angles and Jutes decided to invade and settle to take advantage of Britain's good farming land. The three tribes invaded from the south and east of England. The Britons were forced to take on Anglo-Saxon ways or move west to Cornwall or Wales while the Anglo-Saxons settled in England.</p>

Lesson 6 Anglo-Saxon kingdoms	<p>Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p><b><u>To explain the cause and impact of a significant historical event.</u></b></p>	<p>Explain the cause, consequence and impact of invasion and settlement in Britain</p>	<p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p><b>Specific knowledge</b> After the invasion the Anglo-Saxons settled across England from east to west. They split England into seven kingdoms: East Anglia, Essex, Kent, Mercia, Northumbria, Sussex and Wessex. Each kingdom was ruled by a separate king and there was unrest as these kings fought each other for land and power. Eventually, there were five kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex.</p>
Lesson 17 Sutton Hoo	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To present relevant historical information in different ways.</u></b></p>	<p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p>	<p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p><b>Specific knowledge</b> Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site. Eighteen burial mounds called barrows were excavated and the Great Ship Burial or King's Mound, revealed a buried ship filled with objects. The craftsmanship, materials and function of the objects showed that the person buried was wealthy and important.</p>
Lesson 18 Anglo-Saxon Monasteries	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b><u>To describe changes over time which are linked by a common theme.</u></b></p>	<p>Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p>	<p>Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.</p>

Lesson 19 Everyday life in Anglo-Saxon Britain	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To present relevant historical information in different ways.</u></b>	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.
Lesson 20 Anglo-Saxon legacy	Learn about Britain's settlement by Anglo-Saxons and Scots. <b><u>To explain the cause, consequence and impact of a significant historical event.</u></b>	Explain the cause, consequence and impact of invasion and settlement in Britain.	Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.
Lesson 21 Develop 2 The first Viking landing	Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <b><u>To describe the significance and impact of significant events (power struggles) on Britain.</u></b>	Describe the significance and impact of power struggles on Britain.	The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Specific knowledge The first recorded Viking invasion happened in AD 789 on the Isle of Portland on the south coast of England. Three ships arrived and were greeted by the reeve of Dorchester, the local official, who was killed.
Lesson 22 Viking raids at Lindisfarne	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and	Identify bias in primary and secondary sources. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.	Bias is the act of supporting or opposing a person or thing in an unfair way. A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life

	<p>interpretations of the past have been constructed.</p> <p><b><u>To interpret (understand) a primary source and consider its reliability; begin to understand the term bias.</u></b></p>		<p>experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</p>
<p>Lesson 23 Surrender or fight back?</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>Use evidence to answer historical questions</u></b></p>	<p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p><b>Specific knowledge</b> There is evidence that the Anglo-Saxons tried to deal with Viking invaders in different ways. Some surrendered their power and land, some paid money, called Danegeld, so that the Vikings would leave them in peace, and some fought the Viking invaders. By the time of the reign of Alfred the Great, only the Anglo-Saxon kingdom of Wessex remained. After a series of attempted invasions, Alfred defeated the Viking, Guthrum and made a peace treaty, splitting England into Anglo-Saxon Wessex in the west and the Viking kingdom of Danelaw in the east.</p>
<p>Lesson 24 Comparing everyday lives of Anglo-Saxons and Vikings</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To make comparisons between two significant time periods.</u></b></p>	<p>Compare and contrast two civilisations.</p>	<p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p>
<p>Lesson 25 King Altheistan</p>	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>Use evidence to answer historical questions</u></b></p>	<p>Construct a profile of a significant leader using a range of historical sources.</p>	<p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p><b>Specific knowledge</b> Athelstan was the grandson of Alfred the Great. He was a successful leader who defeated Viking and Celtic kings during the Battle of</p>

			Brunanburh. After this battle, Athelstan was the first king who became known as 'King of all England'.
Lesson 26 After Althestan	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To sequence significant historical events on historical timelines</u></b>	Sequence significant dates about events within a historical time period on historical timelines.	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Specific knowledge England was not a peaceful kingdom after Athelstan. The kingdom was ruled by a succession of Anglo-Saxon and Viking monarchs who fought for power, until 1066, when Edward the Confessor died without leaving an heir to the throne.
Lesson 27 Norman invasion	Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <b><u>To explain the cause and effect of a significant historical event.</u></b>	Explain in detail the multiple causes and effects of significant events.	Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. Specific knowledge The Norman invasion was caused by the death of Edward the Confessor. There were three claimants to the throne, Harold Godwinson, Harald Hardrada and William, Duke of Normandy. Harold Godwinson was crowned king, but then marched north and defeated Harald Hardrada at the Battle of Stamford Bridge. William then invaded the south coast and defeated Harold Godwinson at the Battle of Hastings. William was crowned king on Christmas Day 1066 and this ended the Anglo-Saxon and Viking rule of England.

Innovate 1	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To present relevant historical information in different ways.</u></b></p>	<p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>
Innovate 2	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To present relevant historical information in different ways.</u></b></p>	<p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>
Innovate 3	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To present relevant historical information in different ways.</u></b></p>	<p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p>	<p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p>
Innovate 4	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>



	<b><u>To present relevant historical information in different ways.</u></b>		
Innovate 5	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To present relevant historical information in different ways.</u></b></p>	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.
Innovate 6	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To ask and answer historical questions. ('how', 'why' and 'to what extent')</u></b></p>	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.
Express 1 Local evidence	<p>Conduct a local history study.</p> <p><b><u>To present relevant historical information in different ways.</u></b></p> <p><b><u>To describe the impact of significant events on the local area.</u></b></p>	Describe and explain the impact of a past society on a local settlement or community.	A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.
Express 2 Imagined evidence	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To present relevant historical information in different ways.</u></b></p>	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.

## Subject Leader Summary - History

Spring LKS2 – Cycle B –Misty Mountain, Winding River (Year 4)

*Geography based topic – No specific history objectives in any project.*

Summer LKS2 – Cycle B –Ancient civilisations (Year 4)

This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.

	Learning Objective	Skills	Knowledge
Lesson 1 – Introductory knowledge What is a civilisation?	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. <b><u>To understand and use complex historical terms.</u></b>	Use more complex historical terms to explain and present historical information.	Historical terms include abstract nouns, such as invasion and monarchy. Specific knowledge Features of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion and nutrition.
Lesson 2 Memorable Experience Archaeological finds	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To use different sources to collect evidence about everyday lives the past</u></b>	Explain how artefacts provide evidence of everyday life in the past.	The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. Specific knowledge Archaeological finds are important because they can tell us about the materials used at the time, the skill of the craftworkers and the owners of the objects. They also provide evidence of everyday life in the past, including leisure activities, work, fashion, religious belief, writing, trade and conflict.
Lesson 3 Engage 1 Development of Ancient Sumer	Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer;	Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.	The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.

	<p>The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b><u>To present relevant historical information in different ways.</u></b></p>		<p>Specific knowledge Ancient Sumer was the first civilisation in the world. It developed in the Fertile Crescent in Mesopotamia, c4500 BC, on the banks of the Tigris and Euphrates rivers. Nomads settled on the banks because the land was rich in nutrients and there was plenty of water. People started to farm the land and created inventions, such as the plough, the wheel and irrigation, to make work more productive and life easier. As the populations grew, city states, trade and writing developed.</p>
<p>Lesson 4 Food and Farming</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To use different sources to collect evidence to answer historical questions.</u></b></p>	<p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p>	<p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>Specific knowledge Food, farming and nutrition helped Sumer to develop, because crops grew well on the fertile land near the rivers. Farmers also developed new techniques and tools, which allowed them to produce surplus food. There was enough food to feed the growing population, and surplus food to feed specialised workers. Food was also traded with other city states.</p>
<p>Lesson 5 Necessity is the mother of invention</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To use different sources to collect evidence to answer historical questions.</u></b></p>	<p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p>	<p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>Specific knowledge Life changed when new technologies and tools were invented, because they made work quicker and easier and improved everyday life. Sumerian inventions include the wheel, the plough, cuneiform writing, moulded bricks, bronze, a numbering system, astronomy and beer brewing.</p>
<p>Lesson 6 Sumerian city states</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,</p>	<p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Specific knowledge Sumerian cities, including Uruk and Ur, grew gradually over time. City buildings were built from mud bricks and had defensive walls, winding</p>

	<p>frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To use different sources to collect evidence to answer historical questions.</u></b></p>		<p>streets, ports for transport and trade and a range of public buildings. Houses for the wealthy were in the centre of the cities, and homes for the poor were at the edges. Thousands of people lived in and around the cities. People worshipped at temples built on mudbrick platforms called ziggurats, and had a variety of specialist jobs. Farmers worked outside the city, and surplus food was stored in granaries inside the city walls or given as religious sacrifices.</p>
<p>Lesson 7 Hierarchy of Ancient Sumer</p>	<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b><u>To understand hierarchy and different roles in past civilisations.</u></b></p>	<p>Describe the hierarchy and different roles in ancient civilisations.</p>	<p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p> <p>Specific knowledge The king or lugal was at the top of the ancient Sumerian hierarchy. He made laws, led the army and ordered taxes to be paid. Priests and priestesses were next. They were powerful and told people how to behave to please the gods. The upper classes were successful merchants, scribes, high-ranking soldiers and other professionals. The lower classes were craftspeople, farmers and other workers. Slaves were prisoners of war who were at the bottom of the hierarchy. They worked for the king, priests or upper classes.</p>
<p>Lesson 8 The world's first emperor</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b><u>To explain the cause and effect of a significant historical event.</u></b></p>	<p>Explain in detail the multiple causes and effects of significant events.</p>	<p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>Specific knowledge Sargon the Great overthrew the king of Akkad and took the throne. He admired Akkad's neighbour, ancient Sumer, because it was an advanced society and he wanted to rule it himself. At this time,</p>

			the kingdom of Sumer was very divided, especially between the rich and poor. King Sargon sided with the poor, gathered a strong army and took control of Sumer c2334 BC. He united the country by tearing down defensive walls, forcing everybody to speak the same language, bringing order and justice and protecting the weak. Trade, the army and the arts flourished.
Lesson 9 Develop Ancient Egypt	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.  <b><u>To make comparisons between two significant time periods.</u></b>	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Specific knowledge Ancient Egyptian civilisation grew up around the banks of the Nile, because there was fertile soil in the floodplains. The Egyptians used the water to cook, clean and irrigate crops, and also as a food source. Cities developed over time, and some were home to around 250,000 people. Trade, crafts and food production flourished. Architecture was an important aspect of life. Soldiers and citizens worked together to create buildings from mud bricks or stone and constructed huge pyramids, tombs and monuments for the pharaoh. Art developed and was used to decorate objects and tombs.
Lesson 10 City life in Ancient Egypt	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.  <b><u>To use different sources to collect evidence about everyday lives the past</u></b>	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Specific knowledge Egyptian cities grew over time and were surrounded by high walls. Small roads radiated off a main road that ran through the centre. Religion was important, so priests held religious ceremonies at temples and buried the dead in necropolises outside the city. Thousands of people lived in the cities. Wealthy people enjoyed a luxurious lifestyle, enjoying entertainment like hunting and banquets, and they lived in comfortable houses with garden and pools. Poorer people lived more simply, in small, flat-roofed houses, and did specialised jobs inside the city or worked on farms outside. Arts and leisure were

			important, and the ancient Egyptians enjoyed music, dancing and playing games.
Lesson 11 Hierarchy of Ancient Egypt	Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. <b><u>To understand and compare hierarchy and different roles in past civilisations.</u></b>	Describe the hierarchy and different roles in ancient civilisations.	Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Specific knowledge The pharaoh was at the top of the hierarchy and had absolute power. The vizier ensured that the pharaoh's orders were carried out. Priests performed rituals to keep the gods happy. Scribes and soldiers kept government records and supervised building projects. Skilled craftspeople made objects, including pottery and jewellery, to serve the pharaoh or to trade. Peasant farmers grew crops and worked as builders for the pharaoh. Slaves, who were prisoners of war or criminals, were at the bottom of the hierarchy and were forced to work for the pharaohs or nobles
Lesson 12 Role of the pharaoh	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To understand hierarchy and different roles in past civilisations.</u></b>	Construct a profile of a significant leader using a range of historical sources.	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Specific knowledge A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. Pharaohs were also high priests and were believed to be deities, or gods. Their actions had to please the gods and bring harmony and balance, known as maat, to the world. Pharaohs also built monuments and pyramids to help them reach the afterlife. Pharaohs used symbols, including the uraeus, or cobra, false beard, crook and flail to show their power.
Lesson 13 Tales from the tomb	Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).	The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art,

	<p>civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use different sources to collect evidence to answer historical questions.</u></b></p> <p><b><u>To understand the term 'historical enquiry'.</u></b></p>	<p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p>	<p>religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p>
<p>Lesson 14</p> <p>Compare and contrast two civilisations</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To compare and contrast two ancient civilisations.</u></b></p>	<p>Compare and contrast two civilisations.</p>	<p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p>Specific knowledge Ancient Sumer and ancient Egypt shared many similarities. They both developed on the banks of rivers where the land was made fertile by flood water. They both invented new technologies to make work easier and improve everyday life. They both had a writing system, trade links with other countries and worshipped a range of gods. People lived in large cities and had a range of specialised jobs. However, there were differences. Temples and tombs were built differently, and the ancient Egyptians used art and sculpture more widely to commemorate pharaohs and decorate tombs. Ancient Sumer had few natural resources, so relied on trade to provide the materials that they needed, whereas ancient Egypt had an abundance of natural resources.</p>
<p>Innovate 1</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,</p>	<p>Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p>

	<p>frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To use different sources to collect evidence to answer historical questions.</u></b></p>		
Innovate 2	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To use different sources to collect evidence to answer historical questions.</u></b></p>	Compare and contrast two civilisations.	<p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p>
Innovate 3	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To present relevant historical information in different ways</u></b></p>	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	<p>Knowledge Year 4</p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>
Innovate 4	<p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b><u>To use different sources to collect evidence to answer historical questions</u></b></p>	Explain in detail the multiple causes and effects of significant events	<p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p>



Innovate 5	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To present relevant historical information in different ways</u></b></p>	<p>Explain how artefacts provide evidence of everyday life in the past.</p>	<p>The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time.</p>
Innovate 6	<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b><u>To use different sources to collect evidence to answer historical questions</u></b></p>	<p>Describe the hierarchy and different roles in ancient civilisations.</p>	<p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p>
Express 1 Decline and decay	<p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b><u>To explain the cause and consequences of a significant historical event.</u></b></p>	<p>Explain in detail the multiple causes and effects of significant events.</p>	<p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>Specific knowledge Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities. These factors destroy cities, water supplies, jobs, food production, infrastructure and trade. Arts, crafts, culture and writing can be lost and social hierarchy can change. The ancient Sumerians disappeared due to climate change, natural disasters and invasions. The ancient Egyptians collapsed due to invasion by the ancient Greeks in 332 BC and the ancient Romans in 30 BC. The Indus Valley civilisation fell due to climate change and a range of human activities.</p>

Express 2 Legacy	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To present relevant historical information in different ways.</u></b></p>	Compare and contrast two civilisations.	<p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p>Specific knowledge There are many aspects of life today that are linked to ancient civilisations. We use their inventions, including the wheel, clocks, irrigation systems and farming tools. Many people also live in large town and cities, carry out specialised jobs and rely on trade to provide goods and build wealth.</p> <p>However, advances in technology, including the invention of the engine, computer and battery, mean that we now use a wide range of inventions and technologies that were not available in ancient times.</p>
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## Key vocabulary LK2 Cycle B:

### Significant People

- Aethelred the Unready, Alfred the Great, Bede, Cnut the Great, Eadwig the All-Fair, Edgar the Peaceful, Edmund I, Edmund Ironside, Edward the Confessor, Edward the Martyr, Edwin, Gildas, Guthrum, Harald Hardrada, Harold Godwinson, Harold Harefoot, Harold II, Hengist and Horsa King Athelstan, King Eadred, King Harthacnut, King Offa, St Aiden, St Augustine, St Columba, Sweyn Forkbeard, William the Conqueror, achievement, consequence, negative, positive, profile, Cleopatra VII, Howard Carter, King Narmer, Ptolemy I Soter, Sargon the Great, achievement, consequence, devotion, high priest, negative, opinion, pharaoh, positive, power, respect, role, ruler, wealth

### Hierarchy and Power

- Danelaw, allegiance, archbishop, archdeacon, army, baron, bishop, border, castle, ceorl, chieftain, conflict, contender, dean, feudal system, freemen, government, heir, heptarchy, hierarchy, invasion, jarl, karl, king, kingdom, knight, land, law, lord, loyalty, monarchy, oath, official, overpower, peace, peasant, poor, power, priest, raid, rank, rebellion, reign, revenge, rich, rival, ruler, serf, settle, slave, status, succession, supremacy, surrender, synod, tenant-in-chief, theyn, thrall, tithe, treaty, tribe, uprising, vassal, warfare, wealth absolute power, control, craftspeople, deity, dynasty, elite, emperor, farmer, inherit, leadership, lower class, lugal, merchant, minister, noble, palace, pharaoh, priestess, queen, roles, scribe, soldier, structure, symbol, tax, unite, upper class, vizier

### British History

- Angle, Anglo-Saxon, Domesday Book, Jute, Lindisfarne, Norman Conquest, Pict, Roman, Saxon, Scot, Synod of Whitby, Viking, Vortigern, inventions, place name, rule of law, settlement, social structure

### Compare and Contrast

- Analyse, compare, connection, consider, contrast, describe, difference, discern, discuss, enquiry, investigation, question, similarity, trend, compare, contrast, difference, discern, enquiry, exploration, investigation, similarity

### Communication

- Anglo-Saxon, art, city, civilisation, concept, conquer, craftspeople, culture, danegeld, death, defence, develop, empathy, enquiry, evidence, feature, fortified, fortress, hierarchy, historical question, individual, infrastructure, invade, invasion, invention, kingdom, leadership, merchants, Norman, overpower, peace, pharaoh, Pict, port, raid, religion, resource, ruler, Scot, specialisation, structure, surrender, temple, territory, trade, treaty achievement, Viking, writing

### Everyday Life

- Afterlife, Anglo-Saxon, artist, astronomy, banquet, beer, Briton, bronze, calendar, Celt, Celtic language, ceremony, Christianity, citadel, city, craftspeople, craftsperson, cuneiform, cylinder seal, defence, defensive wall, domesticated animal, farmer, farming, farmland, flood, game, Germanic language, god, goddess, hieroglyph, hillfort, home, invasion, irrigation, leisure, longship, merchant, monastery, motte and bailey castle, music, necropolis, nilometer, nomad, Norman, Norseman, numerical system, Old English, paganism, papyrus, plough, pottery, pray, public building, pyramid, religion, reservoir, sacrifice, sailboat, scribe, settlement, sewerage system, sickle, surplus, tomb, trade, trade, Viking, village, warrior, weapon, wheel, worship, ziggurat

### Changes over time

- Aspect, belief, cause, change, connection, consequence, context, continuity, contrast, develop, dynamic, economy, effect, efficient, generation, historical perspective, impact, legacy, long term, permanent, process, rapid, resource, short term availability, slow, technology

### Chronology

- AD, BC, century, chronological order, coexistence, date, decade, duration, era, future, Middle Ages, past, period, present, sequence, timeline

### Report and conclude

- Account, chronological account, deduction, discuss, explain, fictional narrative, finding, highlight, historical report, introduction, match, narrative, non-chronological report, note, poem, present, profile, reason, record, relevant, respond, reveal, sort, summary, timeline, verbal

### Artefacts and sources

- Accurate, analyse, archaeologist, argument, artefact, barrow, belief, biased, burial chamber, burial site, claim, contemporary account, context, craftsmanship, decoration, depiction, design, document, evidence, excavation, first hand evidence, form, grave goods, historian, hoard, intact, interpretation, material, object, objects, opinion, owner, power, preservation, primary source, reconstruction, remains, representation, rigorous, secondary source, status, Sutton Hoo, symbol, use, viewpoint, wealth

### Significant events

- Barbarian, cause, change, civilisation, consequence, death, destruction, development, displacement, Domesday Book, effect, Howard Carter, King Tutankhamun, natural disaster, Norman Conquest, Offa's Dyke, Pict, power, retaliation, Scot, significance, wealth, withdrawal

### Local history

- Domesday Book, community, human features, international, land use, language, layout, local, national, place names, regional

# UKS2 - Cycle A

## Prior Learning: (LKS2 to UKS2 following Cornerstones)

- Stone age, Bronze age, iron age
- Beaker folk, Cheddar man
- Archaeological evidence
- Mary Anning
- Pompeii
- Roman empire and impact on Britain
- Local history study
- Invasion, Anglo Saxon & Viking Settlements
- Ancient civilisations / characteristics of civilisations
- Sumner and ancient Egypt
- Chronological history (terms AC, BC)
- Understand concepts such as continuity and change, consequence, similarity and difference
- Understand methods of historical enquiry (and arguments and interpretations)
- Historical perspectives / contexts / understand connections between different regions, cultures, economies

## Autumn UKS2 – Cycle A –Dynamic Dynasties (Year 5)

This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.

	Learning Objective	Skills	Knowledge
Lesson 1 – Introductory knowledge	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create	Sequence and make connections between periods of world history on a timeline.	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Specific knowledge China is the longest lasting civilisation. The first five Chinese Dynasties were the

	<p>their own structured accounts, including written narratives and analyses.</p> <p><b><u>To sequence significant historical events on a timeline making connections between different periods of world history.</u></b></p>		<p>Xia Dynasty (c2070–c1600 BC), Shang Dynasty (c1600–c1046 BC), Zhou Dynasty, which was split into the Western Zhou Dynasty (c1046–c771 BC) and Eastern Zhou Dynasty (c771–c256 BC), Qin Dynasty (c221–c207 BC) and Han Dynasty (c206 BC–cAD 220).</p>
Lesson 2 – memorable experience	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To explore the validity of historical sources.</u></b></p>	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	<p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p> <p>Specific knowledge The Yellow Emperor of the Xia Dynasty might not have existed. Legends tell of the reign of the Yellow Emperor and the first dynasty, which created the system of hereditary rule that lasted for thousands of years. There may be truth in the stories, but certain aspects, like the Yellow Emperor's four faces and journey to heaven on a dragon, make people question the validity of the stories as evidence.</p>
Lesson 3 – engage Dig at Yinxu	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To give informed answers based on historical enquiry.</u></b></p>	Use a range of historical sources or artefacts to build a picture of a historical event or person.	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>Specific knowledge Wang Yirong discovered ancient Chinese writing on bones given as medicine in 1899. He traced the bones to the modern city of Anyang and discovered the last capital of the Shang Dynasty, Yin. Over 100,000 oracle bones, the ruins of buildings, bronze and jade artefacts and warrior queen Fu Hao's tomb were found during a dig at Yinxu in 1928. This was the first evidence that the Shang Dynasty had existed.</p>

## Subject Leader Summary - History

Lesson 4 Oracle Bones	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b><u>To give informed answers based on historical enquiry.</u></b></p>	<p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p>	<p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Specific knowledge Oracle bones are pieces of turtle shell, cow bone or sheep bone, which were found at Yinxi. They were inscribed with questions and burned with hot rods until they cracked. Diviners, priests or the king interpreted the cracks to find answers to the questions and make decisions. The inscriptions on the oracle bones have provided information about life in the Shang Dynasty.</p>
Lesson 5 Religion in the Shang Dynasty	<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b><u>To give informed answers based on historical enquiry.</u></b></p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Specific knowledge The people of the Shang Dynasty had five important religious beliefs. These were: three realms: heaven, earth and the underworld, ancestors were very important the human body had two souls, sacrifices were very important, special people could communicate with spirits. They believed in a supreme god, called Shangdi, and other gods, who controlled different aspects of nature. They gave sacrifices to the gods and ancestors and had to bury the dead correctly. Gods and ancestors helped the people of the Shang Dynasty to predict the future using oracle bones</p>
Lesson 6 Significance of bronze	<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b><u>To give informed answers based on historical enquiry.</u></b></p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Specific knowledge Bronze was significant in the Shang Dynasty because it was difficult to produce, a huge number of people were involved and the casting technique was technologically advanced. Craftspeople</p>

			made high quality objects, including ritual bronzes for sacrifices and burials.
Lesson 7 Jade and silk	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To present information in a range of ways, drawing own conclusions.</u></b></p>	Study a feature of a past civilisation or society.	<p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p> <p>Specific knowledge Silk and jade objects have been produced in China for thousands of years, since prehistoric times. Jade is a hard, rare stone that is difficult to carve and highly valued. People believe that jade has special powers and virtues. Silk is a delicate fabric made by unwinding a fine thread from a silkworm cocoon before it is woven. Silk was a luxurious status symbol in ancient China and silk making was a closely guarded secret.</p>
Lesson 8 – develop Power and hierarchy	<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b><u>To understand hierarchy and different roles in past civilisations and how it impacted on everyday life.</u></b></p>	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	<p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>Specific knowledge The king was at the top of the hierarchy. He had absolute power, fought enemy clans and communicated with the gods and ancestors. Aristocrats were the king's relatives and other nobles. They worked as priests, advisors or government officials. The military included foot soldiers, archers and chariot warriors. They were very well respected. Craftspeople made objects from bronze, jade, stone, wood and silk, and were wealthy. Peasants farmed the land. They were respected, but paid heavy taxes and were often without a home or food. Slaves were criminals or prisoners of war, and were at the bottom of the social hierarchy.</p>



<p>Lesson 9 Everyday life in the Shang Dynasty</p>	<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b><u>To understand hierarchy and different roles in past civilisations and how it impacted on everyday life.</u></b></p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Specific knowledge People lived in cities, towns and villages in the Yellow River Valley. Cities were surrounded by defensive walls and divided into separate sections. Three generations of a family usually lived together, with the oldest man as the head of the family. People worshipped their ancestors and had altars at home. Jobs depended on a person's social class and family profession. Life was different for rich and poor. The wealthy lived in large rectangular houses, wore silk clothes and enjoyed leisure time. The poor lived in homes dug from the earth, wore clothes made from hemp and worked long hours.</p>
<p>Lesson 10 Warfare enquiry</p>	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b><u>To present information in a range of ways, drawing own conclusions.</u></b> <b><u>To use historical vocabulary.</u></b></p>	<p>Articulate and organise important information and detailed historical accounts using topic related vocabulary</p>	<p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Specific knowledge Warfare was a way of life in the Shang Dynasty because of attacks from neighbouring tribes. The army was well organised and consisted of foot soldiers, archers and chariot drivers. Soldiers were trained in martial arts and had bronze weapons and armour, which gave them an advantage over their enemies.</p>
<p>Lesson 11 Fu Hao</p>	<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Aims Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments</p>	<p>Describe the significance, impact and legacy of power in ancient civilisations. Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person</p>

	<p>and interpretations of the past have been constructed.</p> <p><b><u>To devise enquiry questions and use evidence from a range of sources to answer them.</u></b></p>		
<p>Lesson 12 End of the Shang Dynasty</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b><u>To explain the cause, consequence and impact of a significant person's actions</u></b></p>	<p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p>	<p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.</p>
<p>Lesson 13 Bronze ages around the world</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To compare and contrast an aspect of history across two or more historical periods.</u></b></p>	<p>Compare and contrast an aspect of history across two or more periods studied</p>	<p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p>Specific knowledge The Shang Dynasty was similar to other Bronze Age societies because they had a hierarchy, believed in spirits and the afterlife and had skilled craftspeople. The Shang Dynasty was different because the Chinese Bronze Age started later, bronze was used primarily for elaborate ritual vessels and the skills of the Shang Dynasty craftspeople were far superior to any other civilisation.</p>

Innovate 1	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To compare and contrast an aspect of history across two or more historical periods.</u></b></p>	<p>Compare and contrast an aspect of history across two or more periods studied.</p>	<p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p>
Innovate 2	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To describe the significance and impact of significant historical events.</u></b></p>	<p>Explain why an aspect of world history is significant.</p>	<p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p>
Innovate 3	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use historical enquiry to build a picture about everyday lives the past</u></b></p>	<p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p>
Innovate 4	<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b><u>To understand and compare hierarchy and its impact in past civilisations.</u></b></p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>

Innovate 5	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To describe the significance and impact of significant events</u></b></p>	Skill Year 5 Study a feature of a past civilisation or society.	The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.
Express 1 Legacy of Ancient China	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To devise enquiry questions and use evidence from a range of sources to answer them.</u></b></p>	Explain why an aspect of world history is significant.	<p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p> <p>Specific knowledge The legacy of ancient China can still be seen in the world today, including Confucianism, systems of government, traditional crafts and structures, inventions, writing, family structure and food and drink</p>
Express 2 Telling others about Ancient China	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b><u>To present relevant historical information in most appropriate way.</u></b></p>	Articulate and organise important information and detailed historical accounts using topic related vocabulary	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.

## Spring UKS2 – Cycle A –Sow, grow and farm (Year 5)

This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

	Learning Objective	Skills	Knowledge
Lesson 1 – Engage lesson 7 Dig for victory	Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. <b><u>To present information in a range of ways, drawing own conclusions.</u></b>	Articulate and organise important information and detailed historical accounts using topic related vocabulary	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Specific knowledge The Dig for Victory campaign encouraged everyone to grow fruits and vegetables on open land to counteract food shortages created during the Second World War.

## Summer UKS2 – Cycle A –Groundbreaking Greeks (Year 5)

This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.

	Learning Objective	Skills	Knowledge
Lesson 1 Introductory knowledge	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To sequence periods of world history on a timeline making connections between them.</u></b>	Sequence and make connections between periods of world history on a timeline.	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Specific knowledge There are six periods in ancient Greek history: the Minoan civilisation (c3000 BC–c1100 BC), the Mycenaean civilisation (c1600 BC–c1100 BC), the Dark Age (c1100 BC–c800 BC), the Archaic period (c800 BC–c500 BC), the Classical period (c500 BC–323 BC) and the Hellenistic period (323 BC–30 BC).
Lesson 2 Memorable experience – time teams	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and	Use a range of historical sources or artefacts to build a picture of a historical event or person.	Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.

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	<p>interpretations of the past have been constructed.</p> <p><b><u>To use enquiry to construct a chronological timeline of a period of history.</u></b></p>		<p>Specific knowledge Artefacts from different periods of history tell historians about the technology and skills used, the materials available, aspects of culture and everyday life, and changes over time.</p>
<p>Lesson 3 – engage lesson 2</p> <p>Sources of evidence</p>	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b></p>	<p>Find evidence from different sources, identify bias and form balanced arguments.</p>	<p>Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</p> <p>Specific knowledge Primary sources of evidence were made in the period of time studied, and include artefacts, written evidence, buildings and art. Secondary sources were created after the time, and use information gathered from other sources to give a picture of the period. They include information books, historical reports and reconstructions. Some sources are more reliable than others and may contain bias because of who, when and why they were created.</p>
<p>Lesson 4</p> <p>Minoan civilisation</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To devise historically valid enquiry questions and use evidence from a range of sources to answer them.</u></b></p>	<p>Frame historically valid questions about continuity and change and construct informed responses.</p>	<p>Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</p> <p>Specific knowledge The Minoan civilization formed c3000 BC, on the island of Crete. The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces. However, it is believed that changes due to natural disasters in c1700 BC, and again in c1450 BC, weakened the civilisation and made it vulnerable to invasion.</p>
<p>Lesson 5</p> <p>Comparing the Minoans and Mycenaeans</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make</p>	<p>Compare and contrast an aspect of history across two or more periods studied.</p>	<p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p>

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	<p>connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To compare and contrast an aspect of history across two or more time periods.</u></b></p>	<p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p>	<p>Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.</p> <p><b>Specific knowledge</b> The Mycenaeans ruled a large area of Greece from c1600 BC. They expanded their territory to include the Minoan island of Crete. The Minoans influenced the Mycenaeans, so there were similarities between the two civilisations, including bull and snake goddess worship, pottery and craft work and the use of hieroglyphs. However, there were also differences, including a greater interest in military power and different roles for women in society.</p>
<p>Lesson 6 Discovering the Dark Age and Archaic period</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To devise historically valid enquiry questions and use evidence from a range of sources to answer them.</u></b></p>	<p>Frame historically valid questions about continuity and change and construct informed responses</p>	<p>Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</p>
<p>Lesson 7 Comparing the Dark Age and Archaic period</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To compare and contrast an aspect of history across two or more time periods.</u></b></p>	<p>Compare and contrast an aspect of history across two or more periods studied.</p>	<p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p><b>Specific knowledge</b> The Dark Age started c1100 BC. Civilisations collapsed and the population declined. Language disappeared, trade stopped and people lived in small farming settlements, growing enough food to survive. In contrast, the Archaic period saw the population increase again. A new Greek language developed, arts and culture revived, and trade links were reformed. Isolated city states emerged and</p>

			famous events, such as the Olympic Games, were founded.
Lesson 8 Develop 1 City states	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To use historical enquiry to build a picture about an aspect of the past.</u></b></p>	Study a feature of a past civilisation or society.	<p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p> <p>Specific knowledge A city state, or polis, included a city and the surrounding farmland and villages. City states were independent and isolated from each other by mountains and the sea, but shared a common language and religion. However, they were governed differently, had their own cultures and were often at war with each other. Athens was the most powerful city state, with a democracy, judicial system and a powerful navy. It was also a centre for arts and education.</p>
Lesson 9 Democracy in Athens	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b></p>	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	<p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p> <p>Specific knowledge Athenian Male citizens over the age of 20 had a say in how Athens was run. 6000 citizens were usually present at the Assembly, although women, children and slaves were excluded. A council of 500 citizens were randomly chosen to amend laws and oversee the political process and the strategoi were military commanders who were chosen to protect the city.</p>
Lesson 10 Roles of men and women in Athens	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b><u>To use historical enquiry to build a picture about an aspect of the past.</u></b></p>	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.



Lesson 11 Social hierarchy in Athens	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To understand and compare hierarchy and different roles in past civilisations.</u></b></p>	Study a feature of a past civilisation or society.	<p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p> <p>Specific knowledge Male citizens were at the top of the social hierarchy in Athens. Citizens included aristoi who owned property and the best farmland, periokoi who lived in smaller settlements outside the city and businessmen who made money from trade. Metics, skilled workers who did not come from Athens, were next in the hierarchy. Slaves were at the bottom. Women took on the status of the men in their families.</p>
Lesson 12 Significant Athenians	<p>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b><u>To describe the significance and impact of significant people on the world.</u></b></p>	Describe the achievements and influence of the ancient Greeks on the wider world.	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>Specific knowledge Four significant figures in ancient Athens were: Cleisthenes, the ‘father of Athenian democracy’; Pericles, a statesman who was responsible for the building of the Acropolis; Socrates, a great philosopher in ancient Greece; and Plato, a philosopher and founder of the first university in Athens.</p>
Lesson 13 The Acropolis	<p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p><b><u>To use different sources to collect evidence to answer historical questions.</u></b></p>	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	<p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p>Specific knowledge The word acropolis means a stronghold built on a hill. The statesman, Pericles, started a massive building project on the Acropolis in Athens to create a temple called the Parthenon, to honour the goddess Athena. It was made from marble, covered in carvings and housed a huge gold and ivory statue of the goddess, Athena. Other buildings, including the Propylaea, an entrance way, and smaller temples, were also created. As well as honouring the gods, the buildings glorified Athens.</p>

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Lesson 14 Develop 2 Hippocrates, the father of medicine	Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <b><u>To explain the cause, consequence and impact of the actions of a significant historical person.</u></b>	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Specific knowledge Hippocrates was born c460 BC, on the island of Kos. He was a doctor who studied anatomy, surgery, fractures and serious illnesses. He realised that disease and symptoms had a logical cause and taught others how to care for patients. His Hippocratic Oath is still followed by some doctors today.
Lesson 15 Finding out about philosophy	Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. <b><u>To describe the achievements and impact of a group of people on the world.</u></b>	Describe the achievements and influence of the ancient Greeks on the wider world.	The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Specific knowledge The word philosopher means 'lover of wisdom', and ideas from ancient Greek philosophers are still studied today. Socrates was a Greek philosopher who said that happiness came from leading a moral life. He also invented the Socratic method. Plato explored the meaning of justice. Aristotle's most famous idea was 'everything in moderation'. Leucippus and Democritus believed that the world was made of tiny particles. Thousands of years later, scientists discovered atoms and proved that their thinking was right.
Lesson 16 Masters of mathematics	Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. <b><u>To describe the achievements and impact of a group of people on the world.</u></b>	Describe the achievements and influence of the ancient Greeks on the wider world.	The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Specific knowledge Ancient Greek mathematicians made many discoveries, especially about geometry. Many, including Thales, Pythagoras and Archimedes, created theorems that are still studied and used today.

Lesson 17 Ancient and modern Olympics	<p>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b><u>To describe the achievements and impact of a group of people on the world.</u></b></p>	Describe the achievements and influence of the ancient Greeks on the wider world.	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>Specific knowledge The Olympic Games began in 776 BC and were the greatest sporting events of their time, as well as a religious festival for Zeus. Competitors came from all over Greece, and warfare ceased during the games to allow safe travel. Athletes trained to compete in a variety of events and had to adhere to strict rules. Many of these aspects can be seen in the modern Olympics, where the motto 'excellence, respect and friendship' reflects the skill of the athletes, their respect for rules and friendship between nations.</p>
Lesson 18 Greek arts and culture	<p>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b><u>To describe the achievements and impact of a group of people on the world.</u></b></p>	Describe the achievements and influence of the ancient Greeks on the wider world.	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>Specific knowledge The artistic and cultural legacy of ancient Greece includes theatre, sculpting techniques, rules of architecture and forms of literature. Many of these aspects of Greek arts and culture have influenced people around the world for thousands of years and are still seen today.</p>
Lesson 19 Achievements of Alexander the Great	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b></p>	Use a range of historical sources or artefacts to build a picture of a historical event or person.	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>Specific knowledge Historical sources and artefacts generally paint Alexander the Great as an intelligent and masterful leader who conquered many lands to create one of the largest empires in the ancient world. He is depicted in primary and secondary sources as a strong, fearless leader who fought with his men in battle.</p>

Innovate 1	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To present information in a variety of ways, drawing own conclusions.</u></b></p>	<p>Explain why an aspect of world history is significant.</p>	<p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p>
Innovate 2	<p>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b><u>To present information in a variety of ways, drawing own conclusions.</u></b></p>	<p>Describe the achievements and influence of the ancient Greeks on the wider world.</p>	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p>
Innovate 3	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b></p>	<p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p>
Innovate 4	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b></p>	<p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p>	<p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p>
Innovate 5	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b><u>To present information in a variety of ways, drawing own conclusions.</u></b></p>	<p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p>	<p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p>

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Innovate 6	Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. <b><u>To present information in a variety of ways, drawing own conclusions.</u></b>	Describe the achievements and influence of the ancient Greeks on the wider world.	The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.
Express 1 The Greco- Roman world	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. <b><u>To explain the cause, consequence and impact of a significant historical event.</u></b>	Explain why an aspect of world history is significant.	Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Specific knowledge After Alexander the Great's death, his empire was shared amongst his generals. New dynasties were created, but infighting weakened ancient Greece. The Romans took control of Greece after the Battle of Corinth in 146 BC. They embraced Greek culture by adopting Greek gods and myths, making Greek an official language of the Roman Empire, borrowing sculpting techniques, attending Greek universities and using the Greek orders of architecture. This meant that Greek ideas spread throughout the Roman Empire instead of fading away.
Express 2 Thank you	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. <b><u>To present findings in the most appropriate way using the correct vocabulary.</u></b>	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.
Express 3 Influence of the Ancient Greeks on our local area	Conduct a local history study. <b><u>To present findings in a the most appropriate way</u></b>	Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.	Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals). Specific knowledge Neoclassicism was a style of art and design based on Ancient Greek and Roman buildings and artefacts. Neoclassicism swept Britain between the 1760s and the 1850s and covered all aspects of the arts, including sculpture, painting and

architecture. Discoveries at Pompeii in Italy and grand tours of Europe inspired architects and artists to base their designs on the classical world. Neoclassical buildings and art can be found in most towns and cities in the UK.

## Key vocabulary:

### Significant People

- Achievement, Alexander the Great, Archimedes, Aristarchus of Samos, Aristotle, belief, Cheng Tang, Cleisthenes, Confucius, Democritus, Demosthenes, Di Xin, Emperor Qin Shi Huang, Epicurus, Euclid, Fu Hao, Hippocrates, Homer, Huangdi, impact, influence, King Jie, King Minos, King Wu of Zhou, King Yu the Great, Leucippus, Mark Antony, Octavian, Pericles, Phidias, Plato, profile, Pythagoras, significance, Socrates, Thales

### Hierarchy and Power

- Abdicate, absolute power, adopt, advisor, allegiance, alliance, ancestor, aristocracy, army, artisan, authority, city state, civil servant, civil war, clan, collapse, colony, commandery, commoner, conquer, control, corruption, council, councillor, county, debate, decline, defeat, deity, deme, democracy, dictatorship, district, dynasty, edict, elect, elite, emperor, empire, exile, expansion, farmer, feudal system, fishermen, gender, general, glorify, government, hereditary rule, hierarchy, hunter, increase, independent, influence, internal rebellion, invasion, jury, king, labourer, land, law, leader, leadership, league, legalism, lobby, lord, lower class, Mandate of Heaven, metics, middle class, monarchy, monument, navy, noble, official, oppression, peace, peasant, periokoi, policy, political system, politician, power, powerful, powerless, priest, priestess, province, punishment, rank, rebellion, reform, reign, respect, revolt, rule, slave, soldier, stability, state, status, successor, tactic, tax, territory, thetes, trader, tribe, truce, tyrant, unification, unity, unrest, upper class, vote, warfare, wealth, women

### British History

### Compare and Contrast

- Common, compare, consider, contrast, debate, difference, discern, enquiry, exploration, investigation, order, research, similarity, trend, unique

### Communication

- Account, ancestor, archaeology, artefact, benefit, campaign, cause, civilisation, concept, dynastic rule, dynasty, effect, Empathy, empire, government, hierarchy, historical source, inscription, interpretation religion, offering, peasantry, period, realms sacrifice, rebellion, research, revolt, rule, states, theory, translation, treason, warfare, weapon

### Everyday Life

- Academy, afterlife, agriculture, alphabet, athletics, bronze, ceremony, citadel, craftsperson, defensive wall, deity, ding, diversity, farmer, farming, festival, fishing, flood, generation, god, goddess, hunting, irrigation, jade, metalworking, pottery, raid, religion, river, sacrifice, school, settlement, silk, soul, spirit, symbol, taotie, temple, theatre, tomb, tool, trade, university, warrior, weapon, worship, writing

### Changes over time

- Cause, change, connection, consequence, continuity, decline, dynamic, effect, influence, legacy, modern world, progress, temporary

### Chronology

- AD, after, alongside, BC, before, century, contemporary, date, duration, future, historical periods, origin, overview, past, present, relation, sequence, timeline

### Report and conclude

- abstract noun, account, accurate, analysis, analysis, articulate, balanced argument, check, conclusion, discuss, evaluate, explain, findings, narrative, observation, organise, perspective, podcast, profile, record, reference, report, respond, reveal, sort, summary, table, verbal

### Artefacts and sources

- Accurate, altered, archaeologist, argument, art, artefact, artist's impression, author, bias, book, building, burial site, caryatid, claim, commission, computer-generated, con, creator, cross reference, data, decipher, entablature, Erechtheion, evidence, excavation, expertise, fact, flattery, Hippocratic Oath, historian, illustration, inscription, internet, interpretation, material, Myron, opinion, origin, outdated, Parthenon, pediment, perspective, photographs, primary source, pro, proof, Propylaea, reconstruction, reliability, remain, report, researcher, rigorous, secondary source, significance, source, Temple of Athena Nike, Thucydides, tomb, translation, validity, viewpoint, visualise, written evidence, Yinxi

### Significant events

- bronze age, commemorate, Confucianism, democracy, Great Wall of China, Han Dynasty, impact, mathematical and scientific discovery, Olympic Games, Qin Dynasty, Shang Dynasty, Silk Road, Trojan War, Zhou Dynasty

### Local history

- architecture, column, dome, monument, neoclassicism, painting, pediment, sculpture, symmetry, temple

### Civilisations

- Abandoned, achievement, advance, advanced society, ancestor, ancient China, ancient Egypt, ancient Greece, ancient Sumer, Archaic, architecture, art, Assembly, astronomy, belief, biology, Bronze Age, calendar, characteristic, citizen, city, civilisation, Classical, community, complex, culture, custom, Dark Age, democracy, discovery, dissolution, diverse, downfall, drama, dynasty, economy, education, empire, ethics, expansion, fashion, fresco, government, Han Dynasty, health, Hellenistic, Indus Valley, influence, invention, Iron Age, justice, language, literature, mathematics, Mesolithic, Minoan, money, morals, music, Mycenaean, mythology, natural disaster, Neolithic, numerical system, pantheon, parliament, peace, peasantry, philosophy, poetry, politics, population, public building, Qin Dynasty, religion, Renaissance, ritual, role, Roman, rule, science, Shang Dynasty, social structure, society, society belief, standardisation, technology, theatre, trade, unity, urban, vote, warfare, writing, Xia Dynasty, Zhou Dynasty

# UKS2 - Cycle B



## Subject Leader Summary - History

### Autumn UKS2 – Cycle B – Maafa (Year 6)

This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.

	Learning Objective	Skills	Knowledge
<p>Lesson 1 Introductory knowledge</p> <p>Lesson 2 (Geography) Memorable experience Exploring Africa today</p>	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b><u>To use the correct historical vocabulary.</u></b></p>	<p>Use abstract terms to express historical ideas and information.</p>	<p>Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> <p>Specific knowledge Topic-specific abstract terms include abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, maafa, rebellion, resistance and slavery.</p>
<p>Lesson 3 Engage Ancient African kingdoms</p>	<p>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><b><u>To make comparisons between two countries during the same time period.</u></b></p> <p><b><u>To present findings in a the most appropriate way.</u></b></p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>Specific knowledge A variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess.</p>
<p>Lesson 4 Gold, god and glory</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To use historical enquiry to make inferences and comparisons about the actions of people from the past.</u></b></p>	<p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p>	<p>Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p>Specific knowledge Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land,</p>

			power and status. These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century.
Lesson 5 Britain and the Maafa	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b><u>To explain the cause, consequence and impact of the actions of a significant historical person, event, discovery or invention in British history.</u></b></p>	Articulate the significance of a historical person, event, discovery or invention in British history.	<p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Specific knowledge Britain played a key role in the Maafa. Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562, and subsequent monarchs granted control of the British slave trade to private companies. British privateers seized lands in the West Indies from Spain, and Britain built plantations on the islands, which used enslaved workers. In total, Britain transported over 3 million enslaved people across the Atlantic, more than any other country. This trade had many consequences, including human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.</p>
Lesson 6 Triangular slave trade	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To present relevant historical information in the most appropriate way</u></b></p>	Present a detailed historical narrative about a significant global event.	<p>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p> <p>Specific knowledge The triangular slave trade consisted of three journeys. During the first journey, ships loaded with goods in Europe sailed to Africa. The goods were exchanged for enslaved people. During the second journey, or middle passage, ships loaded with enslaved people crossed the Atlantic Ocean and arrived at plantations in the Caribbean and the Americas. During the third journey, ships loaded with goods produced by enslaved workers sailed back to Europe, where the goods were sold for a profit.</p>

## Subject Leader Summary - History

Lesson 7 Human impact of the triangular slave trade	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To explain the impact of the actions of a significant historical event on everyday life</u></b></p>	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Specific knowledge The human impact of the triangular slave trade was wide ranging. People were permanently separated from their families and homes when they were captured. People suffered great hardship and even death in coastal forts and during the middle passage. Many enslaved people were treated badly and suffered illness, injury and physical punishments.</p>
Lesson 8 Life on a Caribbean plantation	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To explain the impact of the actions of a significant historical event on everyday life</u></b></p>	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Specific knowledge Life was very difficult for enslaved people on plantations. Many worked long hours, growing and processing crops like tobacco, cotton and sugar. Living conditions, health and food supplies were poor. Enslaved people were punished by their owners and were not protected by the law. Enslaved people were also subjected to racism and were manipulated and controlled by their enslavers. To prevent rebellion, enslavers used a technique called divide and rule.</p>
Lesson 9 Evidence of life on the plantations	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b></p>	<p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p>	<p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Different types of bias include political, cultural or racial.</p>

Lesson 10 Resistance, revolt and revolution	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To explain how the actions of others can impact on others and everyday life.</u></b></p>	Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.	<p>The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.</p> <p>Specific knowledge Resistance took many forms. Some enslaved people escaped and created independent Maroon communities. Others carried out day to day resistance, like pretending to be ill or damaging machinery. Enslaved people also created their own cultural identity and practised religions, such as Obeah, as a way of rejecting European culture and rule. Resistance by enslaved people played a key role in the abolition of slavery.</p>
Lesson 11 Develop 1 Benefits of enslavement for Britain	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To describe the impact of significant events on Britain.</u></b></p>	Describe the growth of the British economy and the ways in which its growth impacted on British life	<p>The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.</p> <p>Specific knowledge Britain benefitted from the enslavement of African people in many ways. The Royal Navy became more powerful, banks and insurance companies developed, cities grew, money made from enslavement funded the Industrial Revolution and made individuals rich. Country houses, museums and libraries that are still used today were built with the profits from slavery. People from all levels of British society used and benefitted from goods, such as cotton, linen and tobacco, that were produced by enslaved people.</p>
Lesson 12 Abolition of slavery	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,	Describe the causes and consequences of a significant event in history	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes

	<p>frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To describe the causes and consequences of a significant historical event.</u></b></p>		<p>can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p><b>Specific knowledge</b> There were many different actions and events, over a period of around 100 years, that lead to the eventual abolition of slavery. These include rebellions in Jamaica and Haiti, campaigns by different religious groups and abolitionists, public meetings and protests, publishing autobiographies and pamphlets, presenting petitions in parliament and highlighting the plight of enslaved people to the general public.</p>
<p>Lesson 13</p> <p>Life after abolition</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To present information in a range of ways, drawing own conclusions.</u></b></p>	<p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>	<p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p><b>Specific knowledge</b> if was difficult for enslaved people after abolition of the slave trade and slavery. They did not receive compensation for their life in enslavement, even though their enslavers were compensated for the loss of their property. Enslaved people had to work as apprentices for their enslavers for four to six years after the abolition of slavery, and they were usually unpaid and badly treated. Emancipated people usually settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora.</p>
<p>Lesson 14</p> <p>Colonisation of Africa</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To explain effect of a significant historical global event.</u></b></p>	<p>Present a detailed historical narrative about a significant global event.</p>	<p>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p> <p><b>Specific knowledge</b> In the 1880s, European countries began to colonise Africa in the hope of trading with the continent, taking advantage of Africa's natural resources and building their overseas empires. In 1883, representatives from 14 European countries attended the Berlin West Africa Conference where African lands were divided between the countries who attended. African chiefs signed treaties with the European countries but didn't know what they meant, so</p>

			European countries had to fight wars in Africa to claim ownership of the land.
Lesson 15 Develop 2 Black people in Britain in the 20 <sup>th</sup> century	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.  <b><u>To explain the causes and consequences of a significant historical event.</u></b>	Describe the causes and consequences of a significant event in history.	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Specific knowledge Throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain. Troops came to fight in both World Wars, people of the Windrush generation arrived to help rebuild Britain after the Second World War and nurses were recruited to establish the NHS. Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly.
Lesson 16 Race relations act          Lesson 17 - PSHE	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  <b><u>To describe the significance of a historical event in Britain.</u></b>	Articulate the significance of a historical person, event, discovery or invention in British history	Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Specific knowledge The Race Relations Act of 1965 is significant because it was the first piece of British legislation that dealt with issues of racism and discrimination. The act banned prejudiced behaviour in public places. Campaign groups worked to have other areas of discrimination included in the act and, in 1968, it was made illegal to refuse a person a house, mortgage or job because of their race. The act was eventually replaced by the Equality Act 2010, which covers racial discrimination, but also other kinds of intolerance, such as discrimination against gender, disability, sexual orientation or religion.

Innovate 1	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b><u>To describe the significance of a historical person in Britain.</u></b></p>	<p>Articulate the significance of a historical person, event, discovery or invention in British history.</p>	<p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p>
Innovate 2	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To describe the significance of a historical person in Britain.</u></b></p> <p><b><u>To present information in the most appropriate way.</u></b></p>	<p>Describe the causes and consequences of a significant event in history</p>	<p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p>
Innovate 3	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To ask perceptive historical questions. ('how', 'why' and 'to what extent')</u></b></p>	<p>Ask perceptive questions to evaluate an artefact or historical source.</p>	<p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</p>
Innovate 4	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b></p>	<p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>	<p>Knowledge Year 6</p> <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p>

Innovate 5	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b></p> <p><b><u>To present information in the most appropriate way.</u></b></p>	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
Innovate 6	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b><u>To present information in the most appropriate way and evaluate its usefulness.</u></b></p>	Articulate the significance of a historical person, event, discovery or invention in British history.	Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.
Express 1 Our knowledge of black history  Express 2 PSHE	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To present information in the most appropriate way and make conclusions.</u></b></p>	Describe the causes and consequences of a significant event in history.	<p>Knowledge Year 6</p> <p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p>



## Spring UKS2 – Cycle B – Frozen Kingdom (Year 6)

Geography based topic – little history content

	Learning Objective	Skills	Knowledge
Engage lesson 3 Conditions abroad	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <b><u>To present information in the most appropriate way.</u></b>	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
Develop 2 lesson 1 Timeline of polar exploration	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. <b><u>To use enquiry to construct a chronological timeline of a recurring event across historical time periods.</u></b>	Articulate and present a clear, chronological world history narrative within and across historical periods studied.	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history

## Summer UKS2 – Cycle B – Britain at War (Year 6)

This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.

	Learning Objective	Skills	Knowledge
Lesson 1 Introductory Knowledge	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. <b><u>To use the correct historical vocabulary.</u></b>	Use abstract terms to express historical ideas and information.	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Specific knowledge Terms relating to warfare include, allies, battle, civilian, combat, conflict, defence, genocide, invasion, liberate, persecution, rebellion, resistance, retaliation, surrender, tactic and victory.
Lesson 2 Memorable experience	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To use different sources to collect evidence about historical events.</u></b>	Describe the causes and consequences of a significant event in history.	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Specific knowledge Britain has been at war for much of its history. Conflicts include the Norman Conquest, Wars of the Roses, English Civil War, Napoleonic Wars, Crimean War, First World War and Second World War. These conflicts have provided turning points in British history
Lesson 3 Engage Causes of the First World War	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To describe the causes and consequences of a significant event in history.</u></b>	Describe the causes and consequences of a significant event in history.	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Specific knowledge The First World War started because of alliances, imperialism, militarism and nationalism within Europe. These four aspects caused

			<p>rising tensions. The assassination of Archduke Franz Ferdinand of Austria-Hungary on 28th June 1914, by the Serbian Nationalist Gavrilo Princip, led Austria-Hungary to declare war on Serbia. Countries who had made alliances were then drawn into the war.</p>
<p>Lesson 4 Volunteering to fight</p>	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To evaluate and select relevant information to present my views on a historical event.</u></b></p>	<p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>	<p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Specific knowledge Men volunteered to go to war for many reasons, including patriotism, propaganda, peer pressure, shame and adventure. By the end of the war, over 5 million men had volunteered, which included 2.5 million men from Commonwealth countries. Conscription was introduced in 1916, when the number of volunteers no longer matched the number of men being killed in battle.</p>
<p>Lesson 5 Start of the First World War</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To explain the cause and effect of a significant historical event.</u></b></p>	<p>Describe the causes and consequences of a significant event in history.</p>	<p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Specific knowledge Germany used a strategy called the Schlieffen Plan at the beginning of the conflict. They aimed to invade France through Belgium and gain control quickly. However, Allied troops drove German forces back to north-west France where both sides dug trenches to avoid losing ground. This became known as the Western Front. Russia also put up more resistance than expected at the Eastern Front, so Germany had to</p>

			fight on two fronts. Because there was a stalemate on the Western Front, the Allied Powers attacked the Ottoman Empire at the Gallipoli peninsula in the hope of taking the capital Constantinople. The invasion failed with the loss of 250,000 men.
Lesson 6 Life in the trenches	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To evaluate and select relevant information to present my views on a historical event.</u></b></p>	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.	<p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Specific knowledge There are a wide variety of sources of evidence about life in First World War trenches, including film footage, first-hand recounts, photographs and letters. However, it is important to critically evaluate these sources to decide if the evidence is useful, can be trusted and whether they include bias and an author's viewpoint.</p>
Lesson 7 First World War weaponry	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To describe the impact of significant inventions.</u></b></p>	Describe some of the significant achievements of mankind and explain why they are important.	<p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Specific knowledge New weaponry technology developed at a rapid rate during the First World War. Aircraft were used for spying and bombing, tanks were used to provide protection from bullets and shells, submarines could sail underwater to places ships could not reach, poisonous gas was used in warfare for the first time and new machine guns and heavy artillery caused large numbers of casualties.</p>

<p>Lesson 8 Key events of the First World War</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To use enquiry to construct a chronological timeline of a period of history.</u></b></p>	<p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>	<p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Specific knowledge Important events during the First World War include the First Battle of Ypres (October–November 1914), unofficial truce over Christmas (December 1914), German airships bomb Britain (January 1915), Ottoman Empire attacks Suez Canal (January–February 1915, Gallipoli Campaign (February 1915–January 1916), Second Battle of Ypres (April–May 1915), Italy joins Allied Powers (May 1915), Battle of Verdun (February–December 1916), Battle of Jutland (May–June 1916), Brusilov Offensive (June–September 1916), Battle of the Somme (July–November 1916), United States joins Allied Powers (April 1917), Battle for Jerusalem (November–December 1917), Russia leaves the war (March 1918), First World War ends (November 1918).</p>
<p>Lesson 9 Impact of the First World War on British Citizens</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To describe the impact of significant events on everyday life Britain.</u></b></p>	<p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p>	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Specific knowledge War affected the lives of ordinary citizens in many ways. There were food shortages, women had to take on roles traditionally done by men, bombing raids caused damage and loss of life and people feared for their own safety as well as the safety of their male family members and friends who were fighting.</p>
<p>Lesson 10 End of the First World War</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Describe the causes and consequences of a significant event in history.</p>	<p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Specific knowledge There were many events that lead</p>

	<b><u>To describe the causes, consequences and impact of a significant historical event.</u></b>		to the end of the First World War. Germany had tried to push through Allied lines on the Western Front during Operation Michael but the British and French armies pushed Germany back to central Europe. The German navy also went on strike as they knew the situation was hopeless. The United States entered the war in 1917 and sent 85,000 troops to fight against Germany. The armistice to end the war was signed at 11am on 11th November 1918. An agreement called the Treaty of Versailles said that Germany should take the blame for the war and pay 132 billion gold marks in reparations to repair the damage done by the war.
Lesson 11 Develop Causes of the Second World War	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <b><u>To describe the causes, consequences and impact of a significant historical event.</u></b>	Describe the causes and consequences of a significant event in history	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Specific knowledge There were many causes of the Second World War including the impact that the Treaty of Versailles had on Germany, fascism, Adolf Hitler and the Nazi Party, expansionism, militarism, the failure of the peace-keeping organisation, the League of Nations, and appeasement by Britain and France.
Lesson 12 Warring nations of the Second World War	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. <b><u>To make comparisons and explain interconnections between two significant events.</u></b>	Explain interconnections between two or more areas of the world.	Geographical interconnections are the ways in which people and things are connected. Specific knowledge The Axis Powers were Germany (led by Adolf Hitler), Italy (led by Benito Mussolini) and Japan (led by Emperor Hirohito). The Allied Powers were Great Britain (led by Neville Chamberlain and then Winston Churchill), the Soviet Union (led by Joseph Stalin) and the United States (led by Franklin D Roosevelt and then Harry S Truman). Members of the British Commonwealth of Nations also fought for the Allied Powers.

Lesson 13 Preparing for war	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To describe the impact of significant events on Britain.</u></b></p>	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Specific knowledge Britain had learned from the First World War and started to prepare for the Second World War a year before it was declared. Preparations included increasing and improving weapons, conscription, blackouts, evacuation, recruiting air raid wardens, distributing gas masks, building air raid shelters, introducing rationing and the Dig for Victory campaign and encouraging women to take up war work.</p>
Lesson 14 Beginning of the Second World War	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b></p>	Articulate and present a clear, chronological world history narrative within and across historical periods studied	<p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Specific knowledge Key events at the beginning of the Second World War include Adolf Hitler invading Poland (1st September 1939), Poland surrendering (27th September 1939), the occupation of Poland (September 1939–May 1945), the Phoney War (October 1939–March 1940), the invasion of Norway (April 1940), the invasion of Luxembourg, Belgium and the Netherlands (10th May–28th May 1940), the battle of France (May–June 1940), Operation Dynamo (26th May–4th June 1940) and the fall of France (22nd June 1940).</p>
Lesson 15 Second World War weaponry and technology	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To describe the impact of significant inventions.</u></b></p>	Describe some of the significant achievements of mankind and explain why they are important.	<p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Specific knowledge The Second World War was the most technologically advanced conflict in history. The bouncing bomb was invented to target dams in Germany; aircraft became more advanced and the jet engine was used for the first time; Germany developed</p>

			rocket technology to target Allied cities; radar technology was invented by British scientists to detect objects beyond human sight; codebreaking technology and computers were invented to decode enemy messages and the atomic bomb was developed, which was the most destructive weapon used in the Second World War.
Lesson 16 Battle of Britain	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b><u>To ask historical questions. ('how', 'why' and 'to what extent')</u></b></p> <p><b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b></p>	Articulate the significance of a historical person, event, discovery or invention in British history.	<p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Specific knowledge The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940. It was the first major battle in history to be fought entirely in the air. Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land invasion of Britain. The Luftwaffe was the largest air force in Europe but Britain managed to defeat them due to their fighter planes and the Dowding System of air defence. The Battle of Britain was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler, Operation Sealion was put on hold and Germany failed to invade and occupy Britain.</p>
Lesson 17 Impact of the Second World War on British Citizens	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p>	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Different types of bias include political, cultural or racial.</p>



	<b><u>To use evidence from a range of sources, evaluating usefulness, reliability and bias.</u></b>		
Lesson 18 Anne Frank	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To evaluate the impact of significant events on groups of people.</u></b></p>	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Specific knowledge Anne Frank was born in Germany in 1929. Her family were Jewish. As antisemitism and Nazi ideology gained a hold in Germany, the family decided to emigrate to Amsterdam in the Netherlands. Anne and her sister grew up happily in the Netherlands until Germany invaded in 1940. In 1942, the Frank family hid in a secret annex. Anne wrote a diary about their time in hiding, describing the difficulties, friends that helped and her hopes for the future. Anne and her family were discovered in 1944. Anne died along with her sister and mother, but her father survived and published Anne's diary.</p>
Lesson 19 Decisions of leaders	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b><u>To describe the significance and impact of a leader or monarch.</u></b></p>	<p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p>Describe and explain the significance of a leader or monarch.</p>	<p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p>

Lesson 20 End of the Second World War	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To describe the significance and impact of events.</u></b></p>	Describe the causes and consequences of a significant event in history.	<p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Specific knowledge Over 150,000 troops and thousands of ships and vehicles from Britain, the United States, Canada and France landed on the north coast of France on 6th June 1944, known as D-Day. They attacked German forces and liberated Paris in August 1944. Allied troops pushed German troops back, but on 16th December 1944, the Germans launched a massive attack on the Allied forces in Belgium and Luxembourg. They were successful at first and pushed the allied troops back to create a bulge in the line of defences. The Allied forces pushed back and Germany surrendered on 7th May 1945. People in Britain celebrated VE day on 8th May. The war finally ended when Japan signed a surrender on 2nd September 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.</p>
Innovate 1	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b><u>To use different sources to collect evidence about everyday lives the past</u></b></p>	Articulate the significance of a historical person, event, discovery or invention in British history	Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.
Innovate 2	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To devise enquiry questions and use evidence from a range of sources to answer them.</u></b></p>	Ask perceptive questions to evaluate an artefact or historical source.	Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

Innovate 3	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>To interpret evidence from the past.</u></b></p>	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.
Innovate 4	<p>Conduct a local history study.</p> <p><b><u>To use evidence from a range of sources to present relevant information.</u></b></p>	Present an in-depth study of a local town or city, suggesting how to source the required information.	Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
Innovate 5	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b><u>To interpret evidence from the past.</u></b></p>	Ask perceptive questions to evaluate an artefact or historical source.	Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'
Innovate 6	<p>Conduct a local history study.</p> <p><b><u>To use evidence from a range of sources to find out about everyday life.</u></b></p>	Present an in-depth study of a local town or city, suggesting how to source the required information.	Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
Express 1 Remembrance	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.	<p>The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.</p> <p>Specific knowledge Remembrance is the act of honouring people who have made sacrifices to protect Britain and the Commonwealth in times on conflict.</p> <p>The poppy is a universal symbol of remembrance.</p> <p>Memorials, monuments and ceremonies</p>

	<b><u>To describe how the actions of individuals or groups can affect society or practice.</u></b>		commemorate people who have died as a result of conflict. Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.
Express 2 Post War Britain	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b><u>To describe the consequences and impact of a significant historical event.</u></b></p>	Describe the causes and consequences of a significant event in history.	<p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Specific knowledge There were many consequences to the Second World War. These include: countries developing nuclear weapons; the creation of the United Nations to maintain international peace; British colonies gaining independence; nations creating welfare states; Britain creating the world's first National Health Service; and wartime technologies and innovations becoming common in everyday life.</p>

## Key vocabulary:

### Significant People

- Advancements, Archduke, Adolf Hitler, Adrien de Gerlache, Benito Mussolini, Captain Cook, Captain Fabian Gottlieb von Bellingshausen, Captain James Clark Ross, Captain Robert Falcon Scott, Christopher Columbus, Claudia Jones, dictator, Edward Wilson, Elizabeth I, Emperor Hirohito, Ernest Shackleton, fascist, Franklin D Roosevelt, Franz Ferdinand, Gavrilo Princip, Harry S Truman, Henry the Navigator, Ignatius Sancho, improvements, James Weddell, John Blanke, John Hawkins, John Newton, Joseph Stalin, King Ferdinand II and Queen Isabella of Spain, leader, Lenford Kwesi Garrison, Mansa Musa, Mary Prince, Mary Seacole, Neville Chamberlain, Olaudah Equiano, Olive Morris, president, prime minister, Roald Amundsen, Universal Declaration of Human Rights, William Cuffay, William Wilberforce, Winston Churchill

### Hierarchy and Power

- Abduction, abolition, activist, Allied Powers, ambush, anarchy, antisemitism, army, assembly, Axis Powers, ban, blacksmith, brand, campaign, canonisation, captor, carpenter, charisma, Chartist, chattel, chief, civil war, colonisation, colony, Commonwealth, compensation, condemnation, conflict, conquest, conquistador, control, cooler, decision, decline, dehumanisation, democracy, diaspora, discrimination, disruption, divide and rule, driver, Eastern Front, emancipation, empire, enslavement, expansion, exploitation, fall, fascist dictator, freedom, General, genocide, German Luftwaffe, government, governor, Grand Council, guerrilla warfare, guns, hierarchy, Holocaust, identity, ideology, impact, independence, indirect rule, inequality, intolerance, invasion, invasion, king, kingdom, knights, land, law, leader, Lieutenant, literacy, loyalty, maafa, manipulation, mansa, mansion, marronage, middle passage, military, misrule, monarchy,

money, monument, motive, navy, Nazi ideology, neutral, noble, oba, occupation, official, oppression, outcome, outnumbered, owner, palace, papal bull, parliament, peace, persecution, petition, political agreement, poor, poverty, power, president, priest, privateer, privilege, protest, punishment, Quakers, racism, rebellion, refusal, reign, resistance, respect, restriction, revolt, rich, rights, rise, rival, royal court, Royal Navy, ruler, sacrifice, slave trade, slavery, Sons of Africa, status, stereotype, storey, sugar boiler, superiority, surrender, systemic, tactics, territory, The Order of Christ, trait, transatlantic slave trade, treaty, triangular slave trade, tribe, uprising, victory, warfare, wealth

### British History

- Abolition of the Slave Trade Act, Battle of Britain, Battle of the Bulge, Blitz, British slave trade, conscription, Crimean War, D-Day, Dig For Victory, disaster, Dowding System, English Civil War, Equality Act, First World War, Hawker Hurricane, home front, Industrial Revolution, maritime, Napoleonic Wars, Norman Conquest, Operation Sealion, Race Relations Act, RAF Fighter Command, Remembrance Sunday, Royal Air Force, Royal Observer Corps, Second World War, Slavery Abolition Act, Supermarine Spitfire, surrender, trench warfare, turning point, VE Day, voyage, war memorial, Wars of the Roses, weapons technology, Women's Auxiliary Service, Women's Land Army, Women's Voluntary Service, Zong trial

### Compare and Contrast

- Abolition of the Slave Trade Act, alliance, allied, appeasement, armistice, assassination, battle, Berlin West Africa Conference, central, collision, conflict, declaration of war, defeat, disaster, Dum Diversas, empire, expansionism, fascism, front, Great Depression, Haitian Revolution, imperialism, Industrial Revolution, invasion, League of Nations, militarism, nationalism, neutral, peace agreement, remembrance, reparations, RMS Titanic, Romanus Pontifex, significance, Silk Road, Slavery Abolition Act, surrender, survive, treaty, Treaty of Tordesillas, victory, Windrush, World Wars

### Communication

- abstract term, civilian, combat, conflict, conscription, defence, definition, enquiry, empathy, example, genocide, invasion, liberate, name, nation, patriotism, persecution, propaganda, quote, rebellion, resistance, retaliation, sacrifice, significance, surrender, tactic, victory, vocabulary, war

### Everyday Life

- Apprentice, artisan, auction, branding iron, brass, bullying, ceremony, church, coffles, cotton, country house, cowrie shell, craftsperson, dancing, defensive wall, discrimination, disease, doctor, domestic servant, enslaver, farmer, festival, first gang, food, fortress, god, goddess, goldfield, guild, house, hunting, hypocaust, indigenous, insurance, labourer, library, manuscript, merchant, merchant bank, metalworking, missionary, moat, monastery, mosque, museum, music, NHS, pilgrimage, port, pottery, prejudice, property, pyramid, rice, rum, sacrifice, salt mine, school, second gang, shackles, slave market, slave ship, soldier, stela, sugar plantation, symbols, third gang, tobacco, tomb

### Changes over time

- Achievement, alliance, Allied Powers, appeasement, assassination, cause, Central Powers, challenge, change, competition, consequence, continuity, decolonisation, defensive trench, discovery, dynamic, effect, event, expansionism, fascism, impact, imperialism, influence, innovation, international agreement, international prestige, League of Nations, long term, militarism, nationalism, Nazi Party, neutral, permanent, post-war, rebuild, reparations, restore, rivalry, short term, significant, stalemate, strengthen, technology, tension, territory, warmongering, welfare state

### Chronology

- Battle of France, Battle of Jutland, Battle of Verdun, Brusilov Offensive, cause, century, chronology, date, First Battle of Ypres, future, Gallipoli Campaign, historical period, key event, millennium, Operation Dynamo, origin, past, Phoney War, present, Second Battle of Ypres, timeline

### Report and conclude

- Account, analyse, analysis, conclusion, critical thinking, critique, define, detailed answer, discuss, enquiry, evidence, explain, fact file, film footage, findings, first hand account, historical narrative, impact, letter, mind map, note, opinion, photograph, present, presentation, reason, record, report, research, sift arguments, summarise, summary, verbal, weigh evidence, written narrative

### Artefacts and sources

- Anonymous, archaeologist, arguments, author, bias, books, Census, compilation, context, critical thinking, dictionary, difference, emotion, encyclopedia, evidence, excavation, fact, first hand account, glossary, historian, intended audience, internet, interpret, interpretation, letter, memory, message, negative, newspaper, Olaudah Equiano, online database, Ottobah Cuguano, perspective, positive, poster, primary evidence, primary source, purpose, reliability, secondary evidence, secondary source, similarity, source, usefulness, verify, viewpoint, viewpoint, wording, Zachary Macaulay

### Significant events

- Abolition of the Slave Trade Act, alliance, allied, appeasement, armistice, assassination, battle, Berlin West Africa Conference, central, collision, conflict, declaration of war, defeat, disaster, Dum Diversas, empire, expansionism, fascism, front, Great Depression, Haitian Revolution, imperialism, Industrial Revolution, invasion, League of Nations, militarism, nationalism, neutral, peace agreement, remembrance, reparations, RMS Titanic, Romanus Pontifex, significance, Silk Road, Slavery Abolition Act, surrender, survive, treaty, Treaty of Tordesillas, victory, Windrush, World Wars

### Local history

- Cenotaph, census, commemorative park, commemorative plaque, local, local historical society, locality, monument, war cemetery, war grave, war memorial, war museum

### Civilisations

- Achievement, aircraft, all arms offensive, Allied Powers, ancient Egypt, animist, art, artillery, atomic bomb, Axis Powers, battleship, bayonet, belief, Bombe machine, bomber, bouncing bomb, British Empire, Christianity, Empire of Ghana, Great Zimbabwe, Islam, Kingdom of Aksum, Chain Home Station, characteristics, city, civilisation, codebreaker, codebreaking technology, Colossus computer, community, complex, contribution, culture, customs, disaster, diversity, economy, Enigma machine, evolved, expedition, exploration, Gloster Meteor, importance, jet engine, justice, Kingdom of Benin, language, library, lost civilisation, Luftwaffe, Mali Empire, mathematics, music, mustard gas, nation, Nok culture, Nubian civilisation, Obeah, pagan, parliament, peace, peasantry, politics, polytheism, populate, post-war, preparation for war, radar operator, radar station, radar technology, RAF, religion, rifle, social structure, society, Songhai Empire, storytelling, submarine, Supermarine Spitfire, Swahili culture, trade, U-boat, university, V1 flying bomb, V2 rocket, warfare, warship, writing allied powers, Zeppelin

### Gaps KS2 (after both cycles of Cornerstones)

- Lack of *in-depth* local history/heritage
  - ie Derby's links to the Roman Times, Anglo Saxons and how it relates to the national story.
  - Alvaston itself is featured in the Domesday book
  - 'nc (non-statutory example – a significant turning point in British history for example the first railways' – Derby has a rich rail heritage also Rolls Royce
- Tudors and Stuarts – time of social and religious change in England spanning 200 hundred years
- Industrial revolution??

