

Historical Themes

KS1		Historical domains			
Year /Term	Theme	Historical knowledge	Historical Enquiry	History Concepts	Links to other knowledge and ideas
	Drawing on the key areas outlined in the national curriculum you should seek to ensure that themes are selected to secure progression through teaching about people, events and changes to introduce pupils to the historical periods that they will study more fully in KS2 and KS3.	<p>Pupils: Should develop an awareness of the past, using common words and phrases relating to the passing of time Should learn where the people and events they study fit within a chronological framework including events in living memory and events beyond living memory Should learn about changes in the way people lived over time and its significance Should learn about similarities and differences between ways of life in different periods in their own locality Should learn about the significance of individuals from the past that made a contribution to national or international achievements Should learn about significant local historical events, people and places and why they are important</p>	<p>Pupils: Should use a wide vocabulary of everyday historical terms to enable them to ask questions, talk and write about: -how and why things changed over time - similarity and difference in periods of history - what came before and after - why people are remembered - the cause and effect of actions and events They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should be able to identify and use different types evidence and describe what we can learn from it</p>	<p>Pupils: Should learn about what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented. Should understand the significance of chronology, change and continuity in making sense of the past Should present their ideas in visual and written form, including stories, showing an understanding of the key ideas This means applying learning through: -illustrating -comparing and contrasting - describing - re-enacting Use historical terms in their own writing Explain how they have found out about the past</p>	<p>Look for connections with RE geography art and PSHE Use historical themes as a vehicle for reading non-fiction texts Use historical events and information as the basis for factual and creative writing Select fiction texts that add further understanding to the period being studied</p>

Units of Work					
		Knowledge	Enquiry/Skills	Concepts	
1a Guy Fawkes and the Gunpowder Plot	<p>Guy Fawkes and the gunpowder plot</p> <p>Key focus Knowledge – That we remember events from the past with celebrations</p> <p>Key Focus Historical Enquiry Understanding the difference between the present and the past and between the recent past and a long time ago</p>	<p>Pupils: Should develop an awareness of the past, using common words and phrases relating to the passing of time – discussing things that happened in the recent past and a long time ago. Should learn where the Gun Powder plot fits within a chronological framework including events in living memory and events beyond living memory by using a simple time line Should learn about the significance of Guy Fawkes and discuss why we remember him on Bonfire Night Should learn about why Guy Fawkes wanted blow up parliament and discuss whether he was a hero or a villain Should learn about the features of Bonfire Night and how they relate to the Gun Powder Plot (or not)</p>	<p>Pupils: Should use a wide vocabulary of everyday historical terms to enable them to ask questions, talk and write about: - what came before and after - why people are remembered - the cause and effect of actions and events They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should be able to identify and use different types evidence and describe what we can learn from it including visual material such as videos and cartoons and simple texts</p>	<p>Pupils: Should learn about what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented by talking about how we know about the GPP Should discuss the significance of chronology, in making sense of the past Should present their ideas in oral visual and written form, showing an understanding of the key ideas and the narrative of the story of the GPP using key vocabulary Should act out the story of the GPP thinking about what the characters might say Learn the “Remember Remember” Rhyme and recite it from memory</p>	<p>Links to seasonal celebrations of light Diwali, Hannukah, Advent, Christmas Accepting other peoples’ beliefs</p> <p>PSHE health and safety on Bonfire Night Art and creative writing linked to linked to fireworks Making a Guy Science every day materials – what materials would we use to make a bonfire</p> <p>Guy Fawkes and the Gunpowder Plot Izzi Howell You Wouldn’t want to be Guy Fawkes Fiona Macdonald Black powder Ally Sherrick</p>
<p>The Story of Guy Fawkes - please subscribe! - YouTube Play Back in time with... Astonishing Activists Free Online History Game for Kids - BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zdrrcj Who was Guy Fawkes? - BBC Bitesize History KS1: The Gunpowder Plot - BBC Teach Play Back in time with... Astonishing Activists Free Online History Game for Kids - BBC Bitesize The Fifth of November – Nursery Rhymes (allnurseryrhymes.com)</p>					

<p>1b</p> <p>Y1 Spring</p> <p>Links to history units:5b, 6c</p>	<p>Great Explorers Christopher Columbus and Neil Armstrong Key focus Knowledge – why exploration is significant in helping us understand the world we live in (and beyond)</p> <p>Key Focus Historical Enquiry – Understanding why people wanted to explore and discover new places</p>	<p>Should develop an awareness of the past, using common words and phrases relating to the passing of time including the duration of the journeys and the distance travelled</p> <p>Should learn where these events fit within a chronological framework and discuss things within living memory (of their grandparents) and the distance past</p> <p>Should learn about changes in the way people understood the world at this time and the devices they had for navigation – explore why people thought the earth was flat and how they discovered it was a sphere</p> <p>Should learn about similarities and differences between two voyages of discovery including why they were made and what people learnt from them</p> <p>Should learn about the significance of explorers and their contribution to national or international achievements</p> <p>Should learn about what it means to be an explorer and the bravery needed to go into the unknown</p>	<p>Should use a key vocabulary of everyday historical terms to enable them to ask questions, talk and write about:</p> <ul style="list-style-type: none"> -how and why things these explorations were undertaken - similarity and difference in the nature of the journeys and in what ways they were different, including the extent to which technology made them possible in different periods of history - what came before and after - why is Christopher Columbus remembered - the cause and effect of these explorations –how they made a difference <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should be able to identify and use different types evidence and describe what we can learn from including photos, videos and simple texts</p>	<p>Should learn about what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented contrasting an event in living memory with an event beyond living memory</p> <p>Should present their ideas in oral, visual and written form, including stories, showing an understanding of the key features of the journeys, empathising with how CC felt when he didn't find land for a long time and when land was first sighted and how Neil Armstrong felt as he looked back at the earth for the first time</p> <p>Should role play or act out the journeys thinking about how the characters might feel and what they would say</p> <p>Plan an expedition to visit the contrasting locality that they are studying in geography what will they need to take with them</p>	<p>Look for connections with RE – missionaries and conversion to Catholicism</p> <p>Geography – the location and climate of the Americas</p> <p>Art -The earth from Space</p> <p>PSHE concepts of heroism and personal sacrifice</p> <p>Use historical themes as a vehicle for reading non-fiction texts</p> <p>Use historical events and information as the basis for factual and creative writing</p> <p>Select fiction texts that add further understanding to the period being studied</p> <p>Christopher Columbus by David Adler</p> <p>Christopher Columbus Baby professor</p> <p>Christopher Columbus History Heroes Damian Harvey</p> <p>Neil Armstrong History Heroes Damian Harvey</p> <p><i>When We Walked on the Moon</i></p> <p><i>One Giant Leap: A Historical Account of the First Moon Landing</i></p> <p><i>The Space Race: The Journey to the Moon and Beyond</i></p>
<p>https://www.tes.com/teaching-resource/download/12005622/bundle</p> <p>Play Back in time with... Exciting Explorers Free Online History Game for Kids - BBC Bitesize</p>					

	<p>Explorers - KS1 History - BBC Bitesize https://www.tes.com/teaching-resource/download/6336919/bundle BBC One - Andrew Marr's History of the World, Original Series, Christopher Columbus and the new world https://youtu.be/EZEEbQ3hWmU https://www.tes.com/teaching-resource/download/6392648/bundle Who was Christopher Columbus? - BBC Bitesize https://www.tes.com/teaching-resource/download/6392648/bundle Neil Armstrong facts for kids National Geographic Kids (natgeokids.com) Who was Neil Armstrong? - BBC Bitesize</p>				
<p>Unit 1c</p> <p>Y1 Spring</p> <p>Links to history units:1a, 6c</p>	<p>200 years of Transport – change over time – George Stephenson and the Wright Brothers</p> <p>Key focus Knowledge – the significance of major improvements to transport for how people lived and worked</p> <p>Key Focus Historical Enquiry – the pace of change over time – these inventions were about 100 years apart but before that people travelled by horse and coach for centuries – linked to an understanding of core time frames including year, decade, century, millennium Continuity and change</p>	<p>Should develop an awareness of the past, using common words and phrases relating to the passing of time between the invention of the first steam railway locomotive, the first flight and today (200 years)</p> <p>Should create a time line of transport inventions over the last 200 years and where the invention of the steam engine and the first plane flight fit into that time line</p> <p>Should understand change over time in terms of speed and ease of travel and the difference this made to people lives with the introduction of rail and air travel.</p> <p>Identify similarities and differences between the way these two inventions were developed for example they both took time to get right and were mistrusted as being dangerous How the two inventions impacted on their local area i.e. the railway and nearest airport</p>	<p>They should use a wide vocabulary of historical terms and subject specific language including: Train, travel, transport inventor, steam power, boiler, coal, water railway travel, flight, aeroplane, fuselage wings</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. -how and why things changed when these inventions were used to carry passenger - similarity and difference in the way they were developed and how they were viewed by society - what came before and after in terms of how people travelled - why inventors are important to society</p>	<p>They should be able to describe the sources of evidence they have used and what is different about the types of evidence we have from these two periods of history i.e. photographs and films of the Wright Brothers v drawings and paintings from Stephenson</p> <p>Present their ideas in visual and written form, including showing the story of the inventions from the first ideas to the modern day</p> <p>Writing a diary account of one of the inventors on the day they were finally successful</p> <p>Describing the first time someone saw a steam train or an aeroplane and what they might have thought it was</p>	<p>Linked to geography find the nearest station and railway line to the school and the nearest airport</p> <p>Use historical themes as a vehicle for reading non-fiction texts</p> <p>Use historical events and information as the basis for factual and creative writing Select fiction texts that add further understanding to the period being studied</p> <p>Poetry - High Flight by John Gillespie Magee</p> <p>The Railway Children</p>

			They should be able to identify and use different types evidence and describe what we can learn from it		The Great Iron Horse: The Story Of Stephenson's Rocket (Historical Storybooks) Margaret-Nash
	https://www.theschoolrun.com/homework-help/george-stephenson-and-the-development-of-the-railway http://www.bbc.co.uk/history/british/victorians/launch_ani_rocket.shtml https://collection.sciencemuseumgroup.org.uk/objects/co8084947/stephensons-rocket-steam-locomotive https://www.bbc.co.uk/bitesize/clips/z8vb4wx https://kids.kiddle.co/Wright_brothers https://www.ducksters.com/biography/wright_brothers.php https://www.amazon.co.uk/Story-Wright-Brothers-Biography-Readers/dp/164739239X/ref=sr_1_4?dchild=1&keywords=the+wright+brothers+for+kids&qid=1620316103&s=books&sr=1-4				
Unit 2a Y2 Autumn Links to history units:6b	Great Fire of London Key focus Knowledge – what were the causes and consequences of the fire Key Focus Historical Enquiry – how reliable are first hand evidence and contemporary accounts	Develop chronologically secure knowledge and understanding of the Great Fire of London including what came before (restoration of the King and the Plague) – the duration of the fire and the rebuilding of major sites in London Establish clear narrative of why the Fire happened Have a clear overview and depth of understanding of the impact of the Fire of London on the people of London Understand how the city was rebuilt to prevent similar fires spreading	Ask historically valid questions about: <ul style="list-style-type: none"> What London was like in the 17th century before the fire How the Great Fire started and was eventually put out and the role of the King Carry out research to answer key questions about the causes and impact of this disaster Understand how our knowledge of the past is constructed from a range of sources including	Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about this disaster and how it impacted on the people of London using Samuel Pepys diary as a model to write their own diary account of the fire choosing a character to tell the story Develop appropriate use of historical terms including Fire breaks, conflagration Wattle & daub, The watch/ bellmen	Art - Wood Cuts of the Great Fire Samuel Pepys Clerk P Wodderson Geography/ PSHE – links with the Forest Fires in Australia and California causes and impact Linked to science – materials in our homes PSHE keeping safe – fire prevention in school or at home

			contemporary writing (Samuel Pepys)	Overcrowding, tenements, Jetties, gunpowder, Look at buildings in London in 1666 and investigate how and why they burned so easily – <i>(make model houses from cereal boxes and then set them alight – optional)</i>	
	https://www.dkfindout.com/uk/history/great-fire-london/ http://www.bbc.co.uk/history/british/civil_war_revolution/great_fire_01.shtml https://www.bbc.co.uk/teach/school-radio/history-ks1-ks2-the-great-fire-of-london/z4bft39 https://en.wikipedia.org/wiki/Great_Fire_of_London http://www.fireoflondon.org.uk/browse-the-collection/ History KS1: The Great Fire of London - BBC Teach The Great Fire of London - BBC Teach https://www.museumoflondon.org.uk/schools/learning-resources/fire-fire-tour				
2b Year 2 Spring	<p>Local History – Windsor Castle How the castle has developed from William the Conqueror to the present day.</p> <p>Key focus Knowledge - Evidence from the building of how the castle has been used by different monarchs over time</p> <p>Key Focus Historical Enquiry – how buildings are changed over time and what this tells us about how they were used</p> <p>NB: could do a profile of QEII</p>	<p>Develop chronologically secure knowledge and understanding of Windsor Castle on a timeline</p> <p>Establish clear narrative of how the monarchs that lived there used the castle linked to the development of the key features of the castle i.e. a fortress, a symbol of power, a secure home</p> <p>Have a clear overview and depth of understanding to describe the key features of the castle including later additions to the building</p>	<p>Ask historically valid questions about:</p> <ul style="list-style-type: none"> change, similarity and difference in the way the castle was used why it was built initially significance of changes to the castle <p>Carry out research to answer key questions about why the castle was built and how its use changed over time</p> <p>Understand how our knowledge of the past is constructed from a range of written and non-written sources including primary and secondary sources and the evidence we can see today in Windsor Castle</p>	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research including what the changes in the castle tell us about changes in society</p> <p>Develop appropriate use of historical terms including:</p> <p>Moat Keep Motte and Bailey Fortress Norman Conquest Drawbridge Great hall Ramparts Arrow Slits</p> <p>To produce an annotated picture of the castle and a leaflet or pamphlet to point out</p>	<p>Location of Windsor</p> <p>Geographical features that explain why the castle was built</p> <p>Art - Royal Statues and busts</p> <p>Literature The Windsor Caper Gerda Weissman Klein</p>

	To sit alongside the history of the castle by doing a pictorial timeline of her reign		What written sources do we have to tell us about the origins of Windsor castle	the top ten attractions at the castle	
	Windsor Castle timeline (rct.uk) Teacher Pack Early 2021 Final.pdf (rct.uk) Windsor Castle Map - The Royal Windsor Web Site (thamesweb.co.uk) https://www.royal.uk/royal-residences-windsor-castle Castles and Knights: The Features of a Castle - BBC Teach castle features.jpg (1920x1080) (bbci.co.uk)				
2c Year 2 Summer	The changing face of the British Seaside Holiday (Suggest a one week retelling of the story of Grace Darling) Key focus Knowledge Key Focus Historical Enquiry	Pupils: Should develop an awareness of the past, using common words and phrases relating to the passing of time including century era and decade Should learn where the periods studied fit within a chronological framework including their own lives, events in living memory including their parents and grandparents and events beyond living memory – more than a hundred years ago exploring how seaside holidays have changed Should learn about changes in the attractions that were built at the sea side including piers and funfairs Should reflect on why people went to the seaside and what they did when they were there Should learn how improved transport enabled people to travel to the seaside Should learn about similarities and differences between visiting the seaside in Victorian times and today Should understand that for ordinary people “going on holiday” is a fairly recent event –	Pupils: Should use a wide vocabulary of everyday historical terms to enable them to ask questions, talk and write about: -how and why things changed over time - similarity and difference between seaside holidays in the past and today They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of seaside holidays They should be able to identify and use different types evidence and describe what we can learn from it including photos and illustrations as well as written texts	Pupils: Should learn about what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented. Should understand the significance of chronology, change and continuity in making sense of the past showing when people first started going to the seaside for pleasure up to their own experiences of the seaside Should present their ideas in visual and written to write a story about a day at the seaside in the Victorian era showing an understanding of the key ideas Create a story board to retell the story of Grace Darling	PSHE Keeping safe at the seaside The RNLI What it means to be a hero Geography – understanding that as an Island nation nowhere in the UK is more than 60 miles from the sea Exploring sandy and pebbly beaches – evaluating which is better Art – seascapes DT designing a bathing hut Book Lists for Topics - Seaside, Under the Sea, Oceans... (booksfortopics.com) Lucy and Tom at the seaside by Shirley Hughes

		1871 the Bank Holiday Act			
	https://www.tes.com/teaching-resource/download/6194634/bundle Victorian seaside - BBC Teach https://www.bbc.co.uk/history/british/victorians/seaside_01.shtml http://www.localhistories.org/holidays.html#:~:text=In%20the%20late%2019th%20century%20the%20modern%20seaside,much%20faster%20and%20more%20comfortabl e%20for%20the%20ric West Sussex County Council: Learn about seaside holidays in the past ks1 history list (ks1resources.co.uk) http://www.localhistories.org/holidays.html#:~:text=Then%20in%201871%20the%20Bank%20Holiday%20Act%20gave,the%20early%2019th%20century%20everyone%20had%20Sunday%20off. The Story of Grace Darling Primary History BBC Teach - Bing video https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-people-who-help-us-grace-darling/zhvj96f https://www.bbc.co.uk/teach/class-clips-video/true-stories-grace-darling/z4y7pg8				
KS2	Historical domains				
Year /Term	Theme	Historical knowledge	Historical Enquiry	History Concepts	Links to other knowledge and ideas
	<p>Drawing on the themes in the national curriculum you should seek to include a balance of British, European and wider world contexts and a spread across different periods in history</p> <p>Identifying the sequence in which these are studied is matter for schools to choose but sticking to a broadly chronological sequence enables pupils to build up knowledge and make links across and between different units of work – this allows them to explore similarities and differences and broader historic themes such as</p>	<p>Establish clear narratives within and across the periods they study.</p> <p>Learn about connections, contrasts and trends over time.</p> <p>Combine overview and in-depth studies to help understand both the long arc of development and the complexity of specific aspects of the content</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Show understanding of: <i>- the timeline of the period being studied and how it fits into the</i></p>	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Identify and note connections, contrasts and trends over time.</p> <p>Address and devise historically valid questions about cause and significance.</p> <p>Acquire and evaluate knowledge of the past from a range of sources.</p> <p>Develop questions to undertake research about: <i>-how and why a society changed over time</i></p>	<p>Construct informed responses that involve thoughtful selection and organisation of ideas.</p> <p>Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p> <p>Applying learning through: <i>-summarising</i> <i>-illustrating</i> <i>-comparing and contrasting</i></p>	<p>Make connections with RE geography art and PSHE</p> <p>Use historical research as a vehicle for reading non-fiction texts</p> <p>Use historical events and information as the basis for factual and creative writing</p> <p>Select fiction texts that add further understanding to the period being studied</p>

	sources of evidence, values and attitudes, systems of government and communication	<p><i>wider time line of mankind's existence</i></p> <p><i>-the geographical location and climate which affected how people lived and events that impacted on society</i></p> <p><i>-what people believed and how that affected their lives</i></p> <p><i>-how society was organised and led</i></p> <p><i>-how a society changed over time and the reasons for those changes</i></p> <p><i>- how this society/culture differed from those that came before and after or in other parts of the world</i></p>	<p><i>- how it was similar to or different from other contemporary societies or those that came before or after</i></p> <p><i>- the importance of peoples' beliefs and how this impacted on their lives</i></p> <p><i>- the system of leadership and the status of leaders</i></p> <p><i>- the validity of different sources of evidence</i></p>	<p><i>- describing</i></p> <p><i>- re-enacting</i></p> <p><i>- fictionalising</i></p> <p><i>-generalising</i></p> <p>Use appropriate historical terms in own writing</p>	
<p>3a</p> <p>Y3 Autumn</p> <p>Links to history units:3b, 5a, 5b</p>	<p>Stone Age to Iron Age Changes to life in Britain from the Stone Age to the Iron Age</p> <p>Key focus Knowledge – how the development of new tools and weapons led to changes in the way people lived – from nomads to farmers</p> <p>Key Focus Historical Enquiry – How our knowledge of early man is based on archaeology</p>	<p>Understand what we mean by prehistory</p> <p>Explore what it means to be an archaeologist and how they investigate pre-historic sites</p> <p>Develop chronologically secure knowledge and understanding of Britain from the Stone Age to the Iron Age – <i>since we are looking at life in Britain the starting point should be “more than 50000 years ago” but you need to explain that we don't actually know how long ago the earliest people lived in Britain</i></p> <p>Establish a clear narrative of the changes that occurred within and across the periods including the Stone Age, the Bronze Age and the Iron Age</p>	<p>Ask historically valid questions about:</p> <ul style="list-style-type: none"> change, continuity similarity and difference across the main periods of pre-history what caused these changes including the developing of new technology to make tools the significance of these changes on the way people lived <p>identify and use a range of non-written sources to find out about the ancient past and to evaluate what they cannot tell us including evidence of artefacts, sites and burial rituals</p> <p>Carry out research to answer key questions about how people lived</p>	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research</p> <p>Explain how our knowledge of the ancient past is constructed from a range of non-written sources and the limitations of these sources in understanding how people lived and how people were organised in communities</p> <p>Develop appropriate use of historical terms including: Prehistory, Neolithic Stone Age, Hand axes Iron Age, Forging metals, Settlement Foraging, Farming Archaeology, Artefacts,</p>	<p>Geography of Britain Where were settlements located in relation to key features such as hills, rivers, estuaries, raw materials?</p> <p>Cave Paintings</p> <p>Literature: the Whitestone Stories by John R Barrett Stone Age Boy Satoshi Kitmura</p> <p>*Key text CGP Discover and Learn Stone Age to Celts + teachers book of British History</p>

		Investigate the sources of evidence we have of the different periods of prehistory and what they tell us (and what we don't know) Have a clear overview and depth of understanding to describe life in Britain in these periods based on the evidence and what archaeologists and historians think	and how that changed over time as they developed tools and weapons	Assumptions Write a diary for an archaeologist investigating the Happisburgh people, think about how they would find and investigate the site and how they would feel when the discovered the artefacts. Create their own stop motion cartoon of the Amesbury Archer discovery	
	https://www.dkfindout.com/uk/history/stone-age/ https://www.dkfindout.com/uk/history/iron-age/ https://en.wikipedia.org/wiki/Prehistoric_Britain https://britishmuseum.org/learning/schools_and_teachers/resources/cultures/prehistoric_britain.aspx What was life like in the Bronze Age? - BBC Bitesize BBC - History - Ancient History in depth: The Amesbury Archer: The King of Stonehenge? https://youtu.be/Kq8ihU1sfpQ https://www.bbc.co.uk/bitesize/articles/zfg9bqt https://www.history.org.uk/primary/categories/the-stone-age-to-the-iron-age https://www.bbc.co.uk/programmes/p01zfxgg Virtual Visits British Museum				
3b Y3 Spring Links to history units: 3a 4a, 4b	Ancient Egypt Key Focus Knowledge – The New Kingdom how developing irrigation systems allowed the Egyptians to grow plentiful crops to support a large population creating opportunities for developing a sophisticated culture	Develop chronologically secure knowledge and understanding of the Egyptian Civilisation using a timeline Locate Egypt and identify its key geographical features including the River Nile Research the importance of the River Nile and how irrigation was used Explore how archaeologist have used evidence from grave sites to	Ask historically valid questions about: <ul style="list-style-type: none"> • how changes to the way land was irrigated enabled the Egyptians to grow plentiful crops • similarity and difference between the Old and New Kingdoms • the significance of the Gods • the purpose of the pyramids in Ancient Egypt 	Construct informed responses using a range of sources that involve thoughtful selection and organisation of ideas based on our research to describe how the life of ordinary people differed from that of the pharaohs Develop appropriate use of historical terms including: Pharaoh The River Nile	Geographical location of Egypt The River Nile The importance of water for agriculture Bronze Age links – comparison with the other Bronze age cultures Rulers as Gods Old testament stories of Christians in Egypt

	<p>Key Focus Historical Enquiry – How the grave goods buried with the Pharaohs and the hieroglyphs tell us about life in Egypt</p> <p>Ashmolean (Oxford) – accessible & good collection for Egypt</p>	<p>understand the Ancient Egyptian civilisation</p> <p>Have a clear overview and depth of understanding to describe life in Egypt in these periods including the development of irrigation, writing, quarrying and building</p> <p>Explore the beliefs of Ancient Egyptians and the rule of the Pharaohs</p>	<p>Carry out research to answer key questions about how people lived and how that changed over time</p> <p>Understand how our knowledge of the Ancient Egypt is constructed from a range of written non-written sources including artefacts, Hieroglyphic writing, writing from other contemporary and later sources</p>	<p>Delta</p> <p>Flooding</p> <p>Irrigation</p> <p>Pyramid</p> <p>Mummification</p> <p>Sarcophagus</p> <p>Old & New Kingdom</p> <p>Upper & Lower kingdom</p> <p>Scribes</p> <p>Hieroglyphs</p> <p>Create an Egyptian Museum using pictures models and artefacts to show key aspects of life in Ancient Egypt including illustrations in the style of the tomb paintings</p>	<p>Art Hieroglyphic writing – designing modern symbols</p> <p>The Time-Travelling Cat and the Egyptian Goddess</p> <p>Julia Jarman</p> <p>The Story of the Amulet</p> <p>E Nesbit</p> <p>** key text</p> <p>CGP Discover and Learn Ancient Egyptians</p>
	<p>https://www.dkfindout.com/uk/history/ancient-egypt/</p> <p>https://en.wikipedia.org/wiki/Ancient_Egypt</p> <p>https://britishmuseum.org/learning/schools_and_teachers/resources/cultures/ancient_egypt.aspx</p> <p>Virtual Visits British Museum</p>				
<p>3c</p> <p>Y3 Summer</p> <p>Links to history units:3b, 4b</p>	<p>Ancient Greece and their influence on the western world</p> <p>Key Focus Knowledge – the development of citizenship where the people rule the state</p> <p>Introduction of democracy & the first cities</p> <p>Key Focus Historical Enquiry – how contemporary writing gives us details about society and what people believed</p>	<p>Develop chronologically secure knowledge and understanding of the Greek Civilisation using a timeline (compare with the Egyptian Time line and discuss the overlap)</p> <p>Locate Greece and Athens and reflect on its location in relation to the Mediterranean and Egypt</p> <p>Locate the Five city states that make up Ancient Greece</p> <p>Establish clear narratives within and across the different periods in Greek history to understand how the City States developed</p> <p>Have a clear overview and depth of understanding to describe life</p>	<p>Address and devise historically valid questions about:</p> <ul style="list-style-type: none"> •why the city states developed and how they were different to earlier Greek periods •significance of democracy as a system of government •the influence of Greek culture on society today including mathematics, medicine, philosophy and the theatre <p>Carry out research to answer key questions about how people lived in Ancient Greece</p> <p>Understand how our knowledge of the Greek Society is constructed from a range of written non-written</p>	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about life in Ancient Greece</p> <p>Develop appropriate use of historical terms including:</p> <p>Democracy</p> <p>Citizenship</p> <p>City states / Poleis</p> <p>Agora</p> <p>Tyranny</p> <p>Athens</p> <p>Urban</p> <p>Mediterranean Sea</p> <p>Mythology</p> <p>Philosophy</p>	<p>Location of Greece in the Mediterranean</p> <p>Greek Gods</p> <p>Greek mythology</p> <p>What we mean by citizenship?</p> <p>Greek philosophy that still influences us today</p> <p>Tales of the Greek Heroes</p> <p>Roger Lancelyn Green</p> <p>The Boy Who Fell from the Sky</p> <p>Lucy Coates</p>

		in Athens including the system of government The Greek Empire – what was the influence of Greece around the Mediterranean	sources including contemporary and later writing	Greek tragedy Political history Government and laws Retell an Ancient Greek Myth in their own words Explore the site of Delphi and create an illustrated plan showing and explaining the features of the site including the temples, theatre and arena Create a poster showing “What the Greeks did for us” to show the legacy of the Greeks on modern life	** key text CGP Discover and Learn Ancient Greeks
	https://www.dkfindout.com/uk/history/ancient-greece/ https://en.wikipedia.org/wiki/Ancient_Greece https://en.wikipedia.org/wiki/Polis https://britishmuseum.org/learning/schools_and_teachers/resources/cultures/ancient_greece.aspx Virtual Visits British Museum https://www.bbc.co.uk/bitesize/topics/z7nrydm/articles/z2ngf82 https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zytvpv4 https://www.bbc.co.uk/bitesize/topics/z87tn39 Archaeological Site of Delphi - GTP The Archaeological Site of Delphi - Museum of Delphi (culture.gr)				
Unit 4a Y4 Autumn Links to history units:3b, 4a, 5a	The Roman invasion and settlement of Britain Key Focus Knowledge – How did the Romans change life in Britain for ordinary people and what evidence of <i>Roman life is still visible in Britain today</i> (roads,	Develop chronologically secure knowledge and understanding of the Roman Empire and the invasion of Britain Establish clear narrative of why the Romans invaded Britain for mineral and agricultural wealth and how they advanced society	Ask historically valid questions about: <ul style="list-style-type: none"> • Why the Romans invaded Britain • How life changed under Roman rule? 	Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about life in Roman Britain Develop appropriate use of historical terms	Location and extent of the Roman Empire Mineral resources in Britain Art - Roman Mosaics

	towns and cities, place names, art and artefacts) Key Focus Historical Enquiry – How different people interpret the past depending on their point of view	in Britain through the introduction of advanced techniques of mining, urban planning and agriculture Have a clear overview and depth of understanding of Romano-British life	<ul style="list-style-type: none"> • What the benefits and disadvantages of Roman rule were for the British? • What evidence of the Romans in Britain we can still see today? Carry out research to answer key questions about how people lived and how that changed over time Understand how our knowledge of the past is constructed from a range of written non-written sources including contemporary and later writing	Including: Romano-British Emperor Caesar Claudius Hadrian Villa Latin Slaves Empire Census Aqueducts Baths	Literature – The Eagle of the Ninth Rosemary Sutcliff ** key text CGP Discover and Learn Romans in Britain
	https://www.dkfindout.com/uk/history/ancient-rome/ http://bitaboutbritain.com/roman-britain-timeline/ https://en.wikipedia.org/wiki/Roman_Britain https://www.reference.com/history/did-romans-invade-britain-fe33cdc4010fd40f http://www.primaryhomeworkhelp.co.uk/Romans.html#3 https://britishmuseum.org/learning/schools_and_teachers/resources/cultures/ancient_rome.aspx https://en.wikipedia.org/wiki/List_of_Latin_place_names_in_Britain Virtual Visits British Museum				
4b Y4 Spring Links to history units: 4b, 5b, 6b	Anglo-Saxon invasions, settlements and kingdoms Key Focus Knowledge – life in Anglo Saxon Britain including village life and the development of Christianity Key Focus Historical Enquiry – why is most evidence at this time based on Anglo Saxon writing (the winner tells the story)	Develop chronologically secure knowledge and understanding of the Anglo-Saxon invasion and occupation of Britain including the retreat of the Celts to Wales and Scotland Establish clear narrative of why the Anglo-Saxons invaded Britain to find new lands to settle and grow crops and how they changed society in Britain Have a clear overview and depth of understanding of village life in Anglo Saxon times	Ask historically valid questions about: <ul style="list-style-type: none"> • Why the Anglo Saxons invaded? • What the impact of the invasion was? • What happened to the Celtic people? • Where the Anglo-Saxons settled and what evidence we have from modern place names? Carry out research to answer key questions about how people lived	Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about life in Anglo-Saxon Britain and the development of Christianity in Britain Develop appropriate use of historical terms Including: Tribes Angle Saxon	Location of the countries of origin in Northern Europe Anglo-Saxon Hoard - Jewellery The spread of Christianity Anglo-Saxon Boy

		Explain how the Anglo-Saxons were converted to Christianity	and how that was different from life under the Romans Understand how our knowledge of the past is constructed from a range of sources including contemporary and later writing and archaeology	Jute Celts Angle-land /England Germany, Denmark and The Netherlands Warrior-farmers Invasion Settlement Pagan Conversion Christianity	Tony Bradman ** key text CGP Discover and Learn Anglo Saxons
	https://www.dkfindout.com/uk/history/anglo-saxons/ http://bitaboutbritain.com/dark-ages-timeline/ http://www.primaryhomeworkhelp.co.uk/saxons/why.htm https://britishmuseum.org/learning/schools_and_teachers/resources/cultures/anglo-saxons_and_vikings.aspx http://www.primaryhomeworkhelp.co.uk/saxons/placenames.htm https://en.wikipedia.org/wiki/Anglo-Saxon_Chronicle https://wiki.kidzsearch.com/wiki/Anglo-Saxon_Chronicle				
4c Y4 Summer Links to history units: 2c, 5a, 6b,	The Viking and Anglo-Saxon struggle for Britain – raiders and invaders Key Focus Knowledge - How the Vikings eventually defeated the Anglo Saxons – 3 centuries of conflict from Viking Raids to a Viking King of England Key Focus Historical Enquiry – Why do we think of the Vikings as ferocious warriors	Develop chronologically secure knowledge and understanding of the Viking raids, invasion and occupation of Britain Establish clear narrative of why the Vikings attacked and subsequently invaded Britain to pillage and eventually settle and how they changed society in Britain Have a clear overview and depth of understanding of the conflict between the Anglo-Saxon and Viking Kings Understand how the Vikings travelled and traded across the world	Ask historically valid questions about: <ul style="list-style-type: none"> • Why the Vikings raided and then invaded? • What the impact of the attacks were on coastal communities? • Where the Vikings settled and what evidence we have from modern place names? • How Britain was divided and ruled during this time (800-1000AD) Carry out research to answer key questions about how people lived in the Danelaw and how that was different from life in Anglo-Saxon Britain	Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about the Vikings including how they travelled across vast distances and why they were so feared. Develop appropriate use of historical terms Including: Danegeld Danelaw Knarr – long ship Loot / Plunder Massacre Monastery Navigate	Location of the countries of origin in Northern Europe How the Vikings travelled across oceans – navigation and shipbuilding Art - Norse gods Literature - Beowulf Michael Morpurgo The Dragons Hoard Lari Don ** key text

			Understand how our knowledge of the past is constructed from a range of sources including writing and archaeology and understanding how people have different perspectives (Raider/ Victim, conqueror /conquered	Pagan Norse Gods Raid Rune Valhalla	CGP Discover and Learn Vikings
	https://www.dkfindout.com/uk/history/vikings/ http://www.bbc.co.uk/history/ancient/vikings/ https://en.wikipedia.org/wiki/Vikings https://britishmuseum.org/learning/schools_and_teachers/resources/cultures/anglo-saxons_and_vikings.aspx				
5ai Y5 Autumn	Local study Brunel and the Great Western Railway Key Focus Knowledge - The Impact of Brunel and the Great Western Railway on Communities along the route Key Focus Historical Enquiry – how can we use maps and urban development to understand the influence of the railways	Develop a chronologically secure knowledge and understanding of the development of the railways in Britain Establish clear narrative of why the railways were important Have a clear overview and depth of understanding of the challenges of building the Great Western Railway Understand how the coming of the railway changed places like Slough Profile Isambard Kingdom Brunel and his engineering achievements	Ask historically valid questions about: <ul style="list-style-type: none"> Why the railways were important? What were the advantages and disadvantages of railways compared with other forms of transport at this time? How railways changed travelling and the transport of goods? How railways changed towns like Slough? Carry out research to answer key questions about how the railway was planned and built – what were the biggest challenges? (Maidenhead Viaduct) Understand how our knowledge of the past is constructed from a range of contemporary and later sources and what we can still see today	Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about the Building of the Great Western Railway and how it changed people lives Develop appropriate use of historical and technical terms including: Gauge Locomotive Terminus Station Passengers Freight Survey Maidenhead Bridge Wharncliff Viaduct Box Tunnel Engineer	Victorian railway map of Britain compared with a modern map Art: Gare St Lazaire Slough Railway Station Literature The Railway Children E Nesbit Is Derek Webb Brunel the Great Engineer
	https://britishheritage.com/history/isambard-kingdom-brunel-great-western-railway https://cdn.networkrail.co.uk/wp-content/uploads/2016/12/KS2-Live-Wire-Worksheet-1-Railway-history.pdf https://www.bbc.co.uk/bitesize/clips/z4fvr82 https://www.steam-museum.org.uk/info/1/steam/14/learning/5				

	https://www.tes.com/teaching-resource/download/6212654/bundle https://www.bbc.co.uk/teach/class-clips-video/true-stories-isambard-kingdom-brunel/zirtvk7 Slough History Online - Homepage https://www.visionofbritain.org.uk/unit/10032751/boundary				
Saïi Autumn	Early Islam Key Focus Knowledge How the message of Islam was spread across the Middle east and beyond Key Focus Historical Enquiry To understand how our views of Islam are affected by events and images in the media	Establish a clear narrative of the life of Muhammad and his revelations and teaching Learn about how Muhammad was initially persecuted and undertook the Hijrah to make a new beginning in Medina Develop chronologically secure knowledge and understanding of the spread of Islam over time and map the growth of its influence Show understanding of: <i>How the development and spread of Islam it fits into the wider time line of mankind's existence</i> <i>-How the teaching of Islam affected the way people lived their lives</i> <i>-how Islam was organised and led how they governed other countries, showing tolerance for other faiths</i>	Address and devise historically valid questions about change, similarity and difference between Islam and other faiths Address and devise historically valid questions why Muhammad's message was embraced in the Arab world and how they came to establish Islam across such a vast area of the known world Acquire and evaluate knowledge of the past from a range of sources. Develop questions to undertake research about: <i>The key tenets of Islamic faith</i> <i>The central messages of the Quran</i> <i>- how it was similar to or different from other faiths at this time</i> <i>- the system of leadership and the status of leaders</i> <i>- the validity of different sources of evidence</i>	Construct informed responses that involve thoughtful selection and organisation of ideas to relate the story of the development and spread of the Islamic faith Develop appropriate use of historical terms including key vocabulary from Islam including: Muhammad, Arabia , Abu Bakr, Umar , Uthman ibn Affan Ali , The Righteous Caliphs, civil war, Prophet, Mecca revelations, oneness of God Medina, Hijrah, successor, tolerance, Understand how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used including the impact of events and media coverage in our own time Applying learning through: <i>-summarising</i> <i>-illustrating</i> <i>-comparing and contrasting</i> <i>- describing</i> <i>- re-enacting</i> <i>- fictionalising</i>	Make connections with RE geography art and PSHE Use historical research as a vehicle for reading non-fiction texts Use historical events and information as the basis for factual and creative writing Select fiction texts that add further understanding to the period being studied The Great Four Rashidun Caliphs of Islam Salah Ad-Din and the Frankish Boy: Part 1: Stories of Muslim Heroes: Amazon.co.uk: Miraj Audio: Books

				-generalising Use appropriate historical terms in own writing	
	A Brief History of Islam (All parts) - The Religion of Islam (islamreligion.com) History of Islam Facts for Kids KidzSearch.com Islam - KS2 Religious Education - BBC Bitesize Facts about Islam – KS3 Religious Studies – BBC Bitesize - BBC Bitesize Islam - Kids Britannica Kids Homework Help Islam - Five Pillars, Nation of Islam & Definition - HISTORY Key Differences Between Shia and Sunni Muslims (learnreligions.com)				
5a Y5 Autumn The world at War	WW2 including the impact and contribution of our local area – a turning point in British history Key focus Knowledge How the war affected those left at home with a particular focus on the impact on children’s lives Key Focus Historical Enquiry Exploring the idea that history is written by the victors and considering the power of first-hand testimony from people who were children at the time	Establish clear narratives within and across the 20 th century to show both WW1 and the duration of WW2 and include key milestones including changes to the monarchy and the depression Explore a map of the world to show the extent of the conflict in WW11 Investigate the causes of the war linked to the defeat and punishment of Germany after WW1 and the rise of the Nazis Research the effects of the war on ordinary people and explain why this was different from wars in the past Research what we mean by the Home front and how ordinary people contributed to the war effort Explore how children were impacted by the war through exploring Evacuation and the Kindertransport (including the	Address and devise historically valid questions about the causes of the war and the effects on people’s lives Address and devise historically valid questions about causes and lasting significance of the war Acquire and evaluate knowledge of the past from a range of sources including visual media and written sources Develop questions to undertake research about: - <i>key features of WWII</i> - <i>Why it was different from wars in the past</i> - <i>What we mean by the Home Front</i> - <i>the ways in which society changed after the war</i> - <i>the validity of different sources of evidence including – whose evidence is it?</i> <i>What would the Germans say about the war?</i>	Construct informed responses that involve thoughtful selection and organisation of ideas. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used Applying learning through: - <i>summarising</i> - <i>illustrating</i> - <i>comparing and contrasting</i> - <i>describing</i> - <i>re-enacting</i> - <i>fictionalising</i> - <i>generalising</i> Use appropriate historical terms in own writing	Geography of Europe and what happened after the war to Germany and countries that were “liberated” by Russia The formation of the UN and NATO PSHE - Refugees and how it must feel to have to leave your family and country Dairy of Anne Frank Carries War Nina Bawden Friend or Foe Michael Morpurgo Anna at War Helen Peters Blitz

		role of local hero Sir Nicholas Winton)			Vince Cross
	World War Two - BBC Teach World War Two - KS2 History - BBC Bitesize Primary History KS2: World War 2 Clips - BBC Teach https://www.tes.com/teaching-resource/download/6055392/bundle https://www.bbc.co.uk/teach/class-clips-video/history-ks2-an-evacuees-adventure/zk7hy9g https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-evacuation-index/zvs3scw Evacuees of the Second World War: Stories of children sent away from home - Bing video What was Kindertransport? - CBBC Newsround https://www.iwm.org.uk/history/6-stories-of-the-kindertransport Sir Nicholas Winton, Nicky's Children, the Czech Kindertransport - Bing video				
5c Y5 Summer	Crime and Punishment – from the Anglo Saxons to the present day	<p>Establish a clear narrative within and across the history of Britain in relation to Crimes and Punishments</p> <p>Learn about connections, contrasts and trends over time including the changing nature of crime and how laws were made</p> <p>Establish a chronological overview to help understand the long arc of development of laws in Britain with key milestones</p> <p>Show understanding of:</p> <ul style="list-style-type: none"> -how society was organised and led -who made the laws and how crimes were viewed from the perspective of those who made the laws -how a society changed over time and how this changed the way the law was administered and who oversaw punishments 	<p>Address and devise historically valid questions about change, similarity and difference in relation to the nature of the crimes committed and the punishments meted out.</p> <p>Identify and note connections, contrasts and trends over time as laws moved from locally managed to nationally determined</p> <p>Address and devise historically valid questions about cause and significance.</p> <p>Acquire and evaluate knowledge of the past from a range of sources.</p> <p>Develop questions to undertake research about:</p> <ul style="list-style-type: none"> -how and why laws and punishments changed over time - the importance of peoples' beliefs and how this impacted on what was regarded as a crime and a fit punishment 	<p>Construct informed responses that involve thoughtful selection and organisation of ideas.</p> <p>Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p> <p>Applying learning through:</p> <ul style="list-style-type: none"> -summarising -illustrating -comparing and contrasting -describing -re-enacting -fictionalising -generalising 	<p>Geography _ where were convicts transported to – could they ever come back</p> <p>RE – freedom to worship</p> <p>Literature</p> <p>Charles Dickens and Great Expectations</p> <p>PSHE – did the punishment fit the crime</p> <p>How are people tried and convicted today?</p> <p>Select fiction texts that add further understanding to the period being studied</p> <p>Debate on whether capital punishment is ever justified</p>

			<p>- the system of leadership and the status of leaders in determining laws and punishments</p> <p>- the validity of different sources of evidence</p>	<p>Use appropriate historical terms in own writing</p> <p><i>Law codes: Crimes against person, property or authority; moral; blasphemy; Wergeld/compensation; flogging; peasant; pillory; stocks, deterrence; retribution; capital and corporal punishment; oath; Forest Law; Parish Constable vagabondage; transportation</i></p>	
	<p>https://www.tes.com/teaching-resource/crime-and-punishment-topic-6314836</p> <p>https://www.bbc.co.uk/bitesize/topics/z8w3n9g/articles/z26w4xs</p> <p>https://www.bbc.co.uk/bitesize/topics/z8w3n9g/articles/zck3n9g</p> <p>https://www.history.org.uk/primary/categories/crime-and-punishment</p> <p>https://kidadl.com/articles/anglo-saxon-crime-and-punishment-ks2-everything-you-need-to-know</p> <p>http://www.bbc.co.uk/history/british/victorians/crime_01.shtml</p> <p>Crime and the law in Great Expectations - Themes - GCSE English Literature Revision - BBC Bitesize</p>				
<p>6a</p> <p>Y6 Spring</p> <p>Links to history units:5a, 5b, 6c</p>	<p>Kings and Queens of England SAXONS TO THE HOUSE OF WINDSOR</p> <p>Key focus Knowledge – the changing power of the monarchy</p> <p>Key Focus Historical Enquiry – family trees – who is related to who and when and why did different families rule the country</p>	<p>Develop a chronologically secure knowledge and understanding of the history of the monarchy in England from Saxon times to the present day using a time line to understand the duration of their reign and major events including events we have studied in the past</p> <p>Establish clear narratives within and across the different dynasties within the monarchy of England to understand how different dynasties rose to power through conquest, civil war and inheritance</p> <p>Learn about how and why the nature of monarchy changed</p>	<p>Address and devise historically valid questions about change, similarity and difference between the different dynasties and periods of history</p> <p>Identify and note connections, contrasts and trends over Time in terms with the power of the monarchs</p> <p>Address and devise historically valid questions about cause and significance of dynasties changing – what caused it what happened as a result</p> <p>Acquire and evaluate knowledge of the past from a range of sources.</p> <p>Develop questions to undertake research about:</p>	<p>Collectively construct informed responses that involve thoughtful selection and organisation of ideas about the different eras in the English monarchy through group research and present findings in a format of their choice including re-enactment, presentation, fictionalisation</p> <p>Develop appropriate use of historical terms related to the monarchy, power, the rule of law and the rights of the people, parliament, noblemen, peasantry</p> <p>Understand how our knowledge of the</p>	<p>Make connections with RE – Henry V111 decision to break with Rome, persecution of the Roman Catholics</p> <p>Geography - the unification of the countries of Great Britain (and the separation of Ireland)</p> <p>Art – royal portraiture – truth or flattery</p> <p>PSHE – should we still have a royal family</p> <p>The Prince and the Pauper by Mark Twain</p>

		<p>including key milestones when power increased for example in the Tudor period and declined for example after The Reformation</p> <p>Show understanding of:</p> <ul style="list-style-type: none"> - the timeline of the English Monarchy studied and how it fits into the wider time line of mankind's existence - what people believed about the rights of kings and Queens and how that affected their lives including the way they worshipped and the rights of ordinary people - how society was organised and led under different Monarchs - the role of the monarchy today 	<p><i>- how and why the power of the monarchy changed over time</i></p> <p><i>- how it was similar to or different from those that came before or after</i></p> <p><i>- the importance of peoples' beliefs changes in the monarchy effected their right to worship</i></p> <p><i>- the validity of different sources of evidence particularly what the source of the evidence was</i></p>	<p>past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p> <p>Applying learning through:</p> <ul style="list-style-type: none"> - summarising - illustrating - comparing and contrasting - describing - re-enacting - fictionalising - generalising <p>Use appropriate historical terms in own writing</p>	<p>Knights, Kings and Conquerors: 20 Stories from British History (20 stories from Britannia) Kings and Queens (Puffin Poetry) Castle Diary (Diary Histories)</p>
	<p>https://www.dkfindout.com/uk/history/kings-and-queens/</p> <p>https://www.historic-uk.com/HistoryUK/KingsQueensofBritain/</p> <p>https://www.adducation.info/general-knowledge-history/list-of-english-monarchs/</p> <p>https://www.adducation.info/general-knowledge-history/kings-queens-england/</p> <p>https://www.bbc.co.uk/news/uk-23272491</p>				
<p>6b Y6 Autumn</p> <p>Links to history units:4a</p>	<p>The colonisation of the Americas – Exploration, Exploitation Colonisation with a focus on the Mayans</p> <p>Key Focus Knowledge - Who were they and why did their civilisation decline</p> <p>Key Focus Historical Enquiry – What did the Spanish say about the Mayans and in what ways is</p>	<p>Develop chronologically secure knowledge and understanding of the growth and development of the Mayan civilisation</p> <p>Establish clear narrative of why the Mayans became so powerful and took control of large areas of Central America</p> <p>Have a clear overview and depth of understanding of the of the</p>	<p>Ask historically valid questions about:</p> <ul style="list-style-type: none"> • How the Mayan Society developed over 3000 years • How the development of writing and learning in maths and science enabled them to control large areas of Central America for more than 3 centuries • Why the Mayans built huge structures for worship 	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about what makes Mayan Society unique and why it lasted over such a long period compared to other civilisations that developed in Central and South America</p> <p>Develop appropriate use of historical terms including: Sacrifice</p>	<p>Art – Clay modelling – Plaques</p> <p>RE – Gods of nature – why people worship the things that are important to their lives such as the sun or Corn</p> <p>Literature</p> <p>City of the Beasts – Isabel Allende</p> <p>The Dreamer</p>

	it different from the evidence we have from archaeology	development of art science and mathematics in Mayan Society Understand how they worshipped and why the made sacrifices to the Gods Compare and contrast the Mayan civilisation with those of the Aztecs and Incas	<ul style="list-style-type: none"> Why the Mayan civilisation declined and what happened to the Mayan people after the Spanish invasion Carry out research to answer key questions about how they built huge palaces and temples Understand how our knowledge of the past is constructed from a range of sources including writing and archeology and why scholars draw conclusions based on hypotheses	Architecture Astronomy Calendar Stelae Textiles Trade Causeway Pyramid Temples Collapse Yucatan Chiapas Guatemala Peten	Pam Munoz Ryan & Peter Sis Journey to the River Sea Eva Ibotson The Daily Life of a Mayan Family - History for Kids Children's History Books ** key text CGP Discover and Learn The Mayans
	Maya Civilization - Bing video https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-maya-civilisation/znk3cqt https://www.history.com/topics/ancient-americas/maya Maya World - Maya Archaeologist - Dr Diane Davies https://www.dkfindout.com/uk/history/mayans/ https://en.wikipedia.org/wiki/Maya_civilization https://www.tes.com/teaching-resource/resources-spanish-conquest-6036607 https://www.bbc.co.uk/history/ancient/cultures/maya_01.shtml https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zndq7p3 https://en.wikipedia.org/wiki/Spanish_conquest_of_the_Maya https://www.theyucatanimes.com/2020/01/the-conquest-of-the-maya-a-long-battle/ https://www.tes.com/teaching-resource/download/6442307/bundle https://www.bbc.co.uk/bitesize/clips/zxmxpv4 Inca Empire Facts for Kids KidzSearch.com https://wiki.kidzsearch.com/wiki/Aztecs				
6c Year 6 Summer	London – The history of our Capital from the Romans to the present day told through key sites and monuments	Establish clear narratives within and across the Story of London from the Roman city of Londinium to the present day Learn about connections, contrasts and trends over time including how the city has grown	Address and devise historically valid questions about change, similarity and difference between the different periods in London's history Identify and note connections, contrasts and trends over time.	Construct informed responses that involve thoughtful selection and organisation of ideas. Develop appropriate use of historical terms. Understand how our knowledge of the	Geography - Linked to the comparative study of different cities PSHE reflecting on the difference between living in a city and living in the country

		<p>and how its purpose has changed over time from a port to centre of government and business</p> <p>Combine overview and in-depth studies to help understand both the long arc of development and some key milestones</p> <p>Develop chronologically secure knowledge and understanding of the development of London using key sites and monuments</p> <p>Show understanding of:</p> <ul style="list-style-type: none"> -the geographical location and climate which affected how people lived and how the city grew -how society was organised and led -how a society changed over time and the reasons for those changes - 	<p>Address and devise historically valid questions about cause and significance of the changes that took place in London</p> <p>Acquire and evaluate knowledge of the past from a range of sources.</p> <p>Develop questions to undertake research about:</p> <ul style="list-style-type: none"> -how and why London changed over time - the system of leadership and the status of leaders - the validity of different sources of evidence including building, monuments, artefacts and written sources – both contemporary and later 	<p>past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p> <p>Applying learning through:</p> <ul style="list-style-type: none"> -summarising -illustrating -comparing and contrasting - describing - re-enacting - fictionalising -generalising <p>Use appropriate historical terms in own writing including:</p> <p>City, settlement, defence from attackers, The Walbrook, the Fleet, Boudicca, Londinium, fortified town, Tower of London, Westminster Abbey, Middle Temple, The Inns of Court, Greenwich, Sir Robert Peel, Immigration, Huguenot, Irish potato famine, Jews, Blitz</p>	<p>PSHE A Multicultural City – looking at the population of London and how it is made up of successive waves of migration</p> <p>PSHE – exploring the recent debate on statues of famous people linked to slavery – should they be taken down or given plaques explaining what they did and why it was wrong</p>
<p>lr-secondary-schools-teacher-resources-london-through-objects.pdf (museumoflondon.org.uk)</p> <p>Museum of London Free museum in London</p> <p>London History - History of England</p> <p>The story of the Tower of London Tower of London Historic Royal Palaces (hrp.org.uk)</p> <p>The History of London</p> <p>https://www.tes.com/teaching-resource/download/6091481/bundle</p> <p>London – Saxon London Know Your London (wordpress.com)</p> <p>10 Roman Locations in London - HeritageDaily - Archaeology News</p> <p>https://www.britainexpress.com/heritage-travel-article.htm?travel=535 (follow links to all the major historic sites)</p>					

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