



Where  
CURIOSITY  
HATCHES,  
*creativity* takes *flight* and *learning* SOARS  
TO A SKY OF  
*opportunity*.

History

**Birds through Time (Y1) (Maestro: Childhood)**

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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Autumn 1 Year 1</b>					

<p><b>Introductory lesson (30mins)</b> 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>Knowledge</b> 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><b>Skill</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).</p> <p><b>12 Year 1</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Lesson 1</b> <b>1 Aims</b> 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>Knowledge</b> <b>Year 1</b> 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.</p> <p><b>Year 1</b> 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.</p> <p><b>Skill(s)</b> <b>Year 1</b> Describe changes within or beyond living memory. View progression</p> <p><b>Year 1</b> Use a range of historical artefacts to find out about the past</p>	<p><b>Timelines</b> 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>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Photographs can be ordered chronologically on a timeline.</p> <p><b>Skill Year 1</b> Order information on a timeline.</p>	<p><b>Important Events</b> 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>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. Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.</p> <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 a</p>	<p><b>Family Trees</b> <b>P. of Study Breadth History Aims 8</b> 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>Knowledge Year 1</b> Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p><b>Specific knowledge Year 1</b> A family tree is a diagram that shows the relationship between people in several generations of a family.</p> <p><b>Skill Year 1</b> Order information on a timeline.</p>	<p><b>How does everyday life and childhood in the 1950s compare to today?</b></p> <p><b>Lesson 1 How long ago was the 1950s? P. of Study Breadth History Aims 8</b> 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>Knowledge Year 1</b> Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p><b>Skill Year 1</b> Order information on a timeline</p>	<p><b>Lesson 2: Everyday life in the 1950s</b></p> <p><b>12 Year 1</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>7 Year 1 Aims</b> 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>Knowledge Year 1</b> Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p> <p><b>Year 1</b> Historical sources include artefacts, written accounts, photographs and paintings.</p> <p><b>Skill(s) Year 1</b> Describe an aspect of everyday life within or beyond living memory. View progression</p> <p><b>Year 1</b> Express an opinion about a historical source.</p>
---	--	---	---	---	--

--	--	--	--	--	--

Autumn 2					
<p><b>Childhood in the 1950s</b>  <b>P. of Study</b> <b>History</b> <b>12</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  <b>Knowledge</b> <b>Year 1</b> Aspects of everyday life include houses, jobs, objects, transport and entertainment.  <b>Skill</b> <b>Year 1</b> Describe an aspect of everyday life within or beyond living</p>	<p><b>Significant event-Elizabeth II's coronation</b>  <b>P. of Study</b> <b>History</b> <b>8</b> Learn about events beyond living memory that are significant nationally or globally.  <b>Knowledge</b> <b>Year 1</b> Significant historical events include those that cause great change for large numbers of people.  <b>Specific knowledge</b> <b>Year 1</b> The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.  <b>Skill</b> <b>Year 1</b> Describe a significant historical event in British history.</p>	<p><b>Innovate – Create own knowledge organisers</b>  As experts on the topic of childhood, you are going to make a knowledge organiser for other children who are about to study this topic. Your knowledge organiser should help them to learn and remember important information about this topic.</p> <ul style="list-style-type: none"> <li>Choose three important historical words or phrases you want to include in your knowledge organiser glossary. Write a definition for each of them.</li> <li>Create a timeline to show the different stages of human life.</li> <li>Write a sentence to explain what a family tree helps us to do.</li> <li>Write three facts to describe how childhood was different in the 1950s</li> <li>Add labels to each of the childhood artefacts.</li> <li>Write a sentence to explain what is happening in the historical picture.</li> </ul>	<p><b>Express</b> <b>9</b> <b>Year 1</b>  <b>1</b> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.   <b>9</b> <b>Year 1</b> Participate in discussions, presentations, performances, role play, improvisations and debates.   <b>Skill(s)</b> <b>Year 1</b> Participate in group talk, role play and performances</p>	<p><b>Do you think it was better to be a child in the 1950s?</b>   <b>P. of Study</b> <b>History</b> <b>12</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.   <b>Knowledge</b> <b>Year 1</b> Identifying similarities and differences helps us to make comparisons between life now and in the past.   <b>Skill</b> <b>Year 1</b> Identify similarities and differences between ways of life within or beyond living memory.</p>	
Year 1, Summer 1					
<p><b>Children of the Revolution (Maestro: School Days)</b>  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</p>					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>How does life change over time? – Autobiographies <b>P. of</b> <b>30mins</b> <b>Study Breadth</b> <b>History Aims</b> <b>5</b> 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>Knowledge</b> <b>Year 1</b> 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.  <b>Skill</b> <b>Year 1</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).</p>	<p><b>P. of</b> <b>Study Breadth</b> <b>History Aims</b> <b>8</b> 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>Knowledge</b> <b>Year 1</b> Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.   <b>Specific knowledge</b> <b>Year 1</b> A timeline shows information in chronological order. The building and opening of the school is the event that happened</p>	<p>Important events   <b>P. of Study</b> <b>History</b> <b>6</b> Learn about significant historical events, people and places in their own locality.   <b>Knowledge</b> <b>Year 1</b> 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.   <b>Specific knowledge</b> <b>Year 1</b> Important events in a school's history include the opening of a new building, a visit from an important guest,</p>	<p>Develop – Lesson 1 The Victorian Era   <b>P. of Study</b> <b>History</b> <b>12</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.   <b>Knowledge</b> <b>Year 1</b> Aspects of everyday life include houses, jobs, objects, transport and entertainment.   <b>Knowledge</b> <b>Year 1</b> Changes within living memory have happened over the last 100 years and include advances in technology, exploration,</p>	<p>Lesson 2 - Victorian Era   <b>P. of Study</b> <b>History</b> <b>12</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.   <b>Knowledge</b> <b>Year 1</b> Aspects of everyday life include houses, jobs, objects, transport and entertainment.   <b>Specific knowledge</b> <b>Year 1</b> 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</p>	<p>Lesson 3 – A Day in Victorian School  <b>P. of</b> <b>Study Breadth</b> <b>History Aims</b> <b>7</b> 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>Knowledge</b> <b>Year 1</b> 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.</p>

	<p>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.</p> <p><b>Skill Year 1</b> Order information on a timeline</p>	<p>the celebration of a significant national or a school-based event such as a centenary.</p> <p><b>Skill Year 1</b> Describe important events in the school's</p>	<p>workplaces, houses and jobs, leisure, family and social structures.</p> <p><b>Skill Year 1</b> Describe an aspect of everyday life within or beyond living memory. View progression</p> <p><b>Skill Year 1</b> Describe changes within or beyond living memory</p>	<p>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.</p> <p><b>Skill Year 1</b> Describe an aspect of everyday life within or beyond living memory</p>	<p><b>Specific knowledge Year 1</b> First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.</p> <p><b>Skill Year 1</b> Use a range of historical artefacts to find out about the past.</p>
--	--	--	---	--	--

Year 1 Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 4 -Victorian Classroom Artefacts</p> <p><b>P. of Study Breadth History Aims 7</b> 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>Knowledge Year 1</b> 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.</p> <p><b>Knowledge Year 1</b> Historical sources include artefacts, written accounts, photographs and paintings.</p> <p><b>Skill Year 1</b> Use a range of historical artefacts to find out about the past. View progression</p> <p><b>Skill Year 1</b> Express an opinion about a historical source.</p>	<p>Lesson 5 – Victorian lessons</p> <p><b>P. of Study History 6</b> Learn about significant historical events, people and places in their own locality.</p> <p><b>Knowledge Year 1</b> Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</p> <p><b>Specific knowledge Year 1</b> 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.</p> <p><b>Skill Year 1</b> Create stories, pictures, independent writing and role play about historical events, people and periods</p>	<p>Lesson 6 – Significant people, Samuel Wildesin</p> <p><b>1 Year 1</b> 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>3 Year 1</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Knowledge Year 1</b> 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.</p> <p><b>Year 1</b> 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.</p> <p><b>Skill(s) Year 1</b> Understand the term significant and explain why a significant individual is important. View progression</p> <p><b>Year 1</b> Identify some key features of a significant historical event beyond living memory.</p>	<p>Innovate – Prepare for an assembly</p>		

		<p><b>P. of Study Breadth Geography Aims</b></p> <p><b>3</b> 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.</p> <p><b>Knowledge Year 1</b> Geographical features can change over time.</p> <p><b>Skill Year 1</b> Describe how a place or geographical feature has changed over time.</p>		<p><b>English When would you want to go to school</b></p> <p><b>P. of Study English - Spoken language</b></p> <p><b>7 Year 1</b> Use relevant strategies to build their vocabulary.</p> <p><b>7 Year 1</b> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><b>Skill(s) Year 1</b> Use subject-specific vocabulary to explain and describe.</p>	<p><b>P. of Study Living in the wider world World</b></p> <p><b>1</b> Learn about what rules are, why they are needed, and why different rules are needed for different situations.</p> <p><b>Knowledge Year 1</b></p> <p>Contributing to the life of the class and school could include joining a club or school team, taking part in a concert or play, volunteering as a playtime buddy or classroom helper and following the class and school rules.</p> <p><b>Skill Year 1</b> Describe how they can contribute to the life of the class and school.</p>
--	--	--	--	---	---

**YEAR 2 Autumn 1**

**Unlimited (Maestro: Movers & Shakers)**

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>P. of Study History 20</b> 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>Knowledge Year 2</b> Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p>	<p><b>Studying a historically significant</b></p> <p><b>P. of Study History 1</b> Learn about significant historical events, people and places in their own locality.</p> <p><b>Knowledge Year 2</b> Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p>	<p><b>Engage Lesson 1: Exploring Impact</b></p> <p><b>P. of Study History 20</b> 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>Knowledge Year 2</b> Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p>	<p><b>Engage Lesson 2: Sorting and Grouping</b></p> <p><b>P. of Study Breadth History Aims 13</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and</p>	<p><b>Removed Lesson 3 – Ranking significance</b></p> <p><b>Engage lesson 4: Timelines</b></p> <p><b>P. of Study History 13</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Knowledge Year 2</b></p> <p>A timeline is a display of events, people or objects in chronological</p>	<p><b>Develop 1 – Lesson 1</b></p> <p><b>P. of Study History 20</b> 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>Knowledge Year 2</b></p> <p>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p>

<p><b>Specific knowledge Year 2</b> In history, the term significant individual describes a person who is great, important or worthy of attention.</p> <p><b>Specific knowledge Year 2</b> Historians use different sets of criteria to help them make judgements about significance.</p> <p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p><b>Specific knowledge Year 2</b> 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.</p> <p><b>Skill Year 2</b> Describe, in simple terms, the importance of local events, people and places.</p> <p>Ludwig Guttman, National Paralympic Heritage Museum</p>	<p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual. (30mins)</p>	<p>interpretations of the past have been constructed.</p> <p><b>Knowledge Year 2</b> 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><b>Specific knowledge Year 2</b> Categories for sorting significant people include explorers, activists, monarchs, scientists and artists.</p> <p><b>Skill Year 2</b> Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>	<p>order. A timeline can show different periods of time, from a few years to millions of years.</p> <p><b>Skill Year 2</b> Sequence significant information in chronological order.</p>	<p><b>Specific knowledge Year 2</b> 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.</p> <p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Lesson 2 Significant people – Christopher Columbus</b></p> <p><b>P. of Study History 20</b> 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>Knowledge Year 2</b> Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p><b>Specific knowledge Year 2</b> 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'.</p> <p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p><b>Lesson 3 Significant people – Neil Armstrong</b></p> <p><b>P. of Study History 20</b> 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>Knowledge Year 2</b></p> <p>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p><b>Specific knowledge Year 2</b> 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.</p>	<p><b>Lesson 4 – Timeline of significant people</b></p> <p><b>P. of Study History 13</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Knowledge Year 2</b></p> <p>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.</p> <p><b>Skill Year 2</b> Sequence significant information in chronological order.</p>	<p><b>Lesson 5: Exploration Changes</b></p> <p><b>P. of Study History 2</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Knowledge Year 2</b> 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.</p> <p><b>Specific knowledge Year 2</b> 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</p>	<p><b>Activists and their impact</b></p> <p><b>P. of Study History 20</b> 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>Knowledge Year 2</b> Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p><b>Specific knowledge Year 2</b> An activist is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.</p> <p><b>Specific knowledge Year 2</b> Significant activists include Martin Luther King Jr, William Wilberforce, Malala</p>	<p><b>Significant People – Emmeline Pankhurst</b></p> <p><b>P. Study Breadth History Aims 13</b> 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>Knowledge Year 2</b> A viewpoint is a person's own opinion or way of thinking about something.</p> <p><b>Specific knowledge Year 2</b> A fact is something that is known or true. An opinion is a thought or belief about something.</p> <p><b>Specific knowledge Year 2</b> Emmeline Pankhurst stood up for women's rights. She started a group to fight for</p>



	<p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>		<p>the Moon before the end of the 1960s).</p> <p><b>Skill Year 2</b> Describe how an aspect of life has changed over time.</p>	<p>Yousafzai, Mahatma Gandhi, Rosa Parks and Emmeline Pankhurst.</p> <p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual</p> <p><b>Activist timeline</b></p> <p><b>P. of Study History 13</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Knowledge Year 2</b> 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.</p> <p><b>Specific knowledge Year 2</b> 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.</p> <p><b>Skill Year 2</b> Sequence significant information in chronological order</p> <p><b>Activist timeline to be combined with next lesson. It is to be completed as a hook to the children's learning.</b></p>	<p>votes for women. Members of the group were known as the suffragettes.</p> <p><b>Skill Year 2</b> Use historical sources to begin to identify viewpoint.</p> <p><b>Significant people – Rosa Parks</b></p> <p><b>P. of Study History 20</b> 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>Knowledge Year 2</b> Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p><b>Specific knowledge Year 2</b> 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.</p> <p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p><b>Note: The children learn about Rosa Parks during an English unit – this objective will be covered there.</b></p>
--	--	--	--	---	--

**Year 2 Spring (Long Live our Noble King Cornerstones: Magnificent Monarchs)**

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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Introductory knowledge</u>	DO LESSON 5 (Sovereigns timeline)	<u>Power &amp; Rule</u>	<u>Royal Portraits</u>	<u>Sovereigns timeline</u>	<u>Significant people – Alfred the Great</u>

<p><b>P. of Study Breadth History Aims 1</b> 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>Knowledge Year 2</b> A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p> <p><b>Specific knowledge Year 2</b></p> <p>Historical terms and phrases linked to kings and queens include royal, monarchy, monarch, hierarchy, castle, palace, sovereign, ruler, chronology, timeline, power, rule, AD (<i>anno Domini</i>), reign, period and century.</p> <p><b>Skill Year 2</b> Use the historical terms year, decade and century</p> <p><b>NOTE: Kings and Queen's Day (Experience) to be in school this week – children will have an introduction to William the Conqueror, Queen Victoria &amp; Queen Elizabeth II</b></p>	<p><b>Complete as PLENARY to the above lesson:</b> <b>English and British Monarchy timeline</b></p> <p><b>P. of Study History 13</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Knowledge Year 2</b> 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.</p> <p><b>Specific knowledge Year 2</b> There has been over 60 monarchs since AD 871.</p> <p><b>Specific knowledge Year 2</b> 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.</p> <p><b>Skill Year 2</b> Sequence significant information in chronological order.</p>	<p><b>P. of Study History 2</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Knowledge Year 2</b> 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.</p> <p><b>Specific knowledge Year 2</b> 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 we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.</p> <p><b>Skill Year 2</b> Describe how an aspect of life has changed over time.</p>	<p><b>Note: This objective is covered in the Art companion project. Use this lesson as a re-teach opportunity if needed.</b></p> <p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 2</b> 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><b>Specific knowledge Year 2</b> 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.</p> <p><b>Skill Year 2</b> Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it</p>	<p><b>P. of Study History 13</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Knowledge Year 2</b> 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.</p> <p><b>Specific knowledge Year 2</b> Six significant sovereigns in English and British history are Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II.</p> <p><b>Skill Year 2</b> Sequence significant information in chronological order</p>	<p><b>P. of Study History 20</b> 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>Knowledge Year 2</b> Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p><b>Specific knowledge Year 2</b> 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.</p> <p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>
<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>
<p><b>Significant people – William the Conqueror</b></p> <p><b>P. of Study History 13</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Knowledge Year 2</b> A timeline is a display of events, people or objects in chronological order. A timeline can show different</p>	<p><b>Hierarchy &amp; Power (William the Conqueror)</b></p> <p><b>P. of Study Breadth History Aims 2</b> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b>Knowledge Year 2</b> Hierarchy is a way of organising people according to how</p>	<p><b>Significant people – Henry the VIII</b></p> <p><b>P. of Study History 20</b> 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>Knowledge Year 2</b> Historical models, such as Dawson's model and</p>	<p><b>Significant people – Elizabeth I</b></p> <p><b>P. of Study History 20</b> 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>Significant people – Queen Victoria</b></p> <p><b>P. of Study History 20 Year 2</b> 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>Significant people – Elizabeth II</b></p> <p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 2</b> Historical information can be presented in a variety of ways. For</p>

<p>periods of time, from a few years to millions of years.</p> <p><b>Specific knowledge Year 2</b> William, Duke of Normandy, thought he would be king after Edward the Confessor died. When Harold Godwinson became king instead, William invaded England and took the throne himself, earning the name William the Conqueror.</p> <p><b>Specific knowledge Year 2</b> 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.</p> <p><b>Skill Year 2</b> Sequence significant information in chronological order</p>	<p>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><b>Specific knowledge Year 2</b> 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> <p><b>Skill Year 2</b> Describe the hierarchy of a past society.</p>	<p>diamond ranking, help us to organise and sort historical information.</p> <p><b>Specific knowledge Year 2</b> 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> <p><b>Specific knowledge Year 2</b> Some of Henry VIII's actions during his reign, such as supporting the arts and sport, had a positive impact. Some, such as breaking from the Roman Catholic Church and spending money on wars and a lavish lifestyle had a negative impact.</p> <p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p><b>Knowledge Year 2</b> Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p><b>Specific knowledge Year 2</b> 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> <p><b>Specific knowledge Year 2</b> Elizabeth I's actions, such as bringing religious peace, making good relationships with other European countries and strengthening the role of parliament, had a significant impact on England.</p> <p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p><b>1.3 Year 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Knowledge Year 2</b> Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p><b>Year 2</b> 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> <p><b>Skill(s)</b></p> <p><b>Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual. View progression</p> <p><b>Year 2</b> Explain why an event from the past is significant.</p>	<p>example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p> <p><b>Specific knowledge Year 2</b> Elizabeth II was a constitutional monarch whose role was the head of state of the United Kingdom and the Commonwealth. Her work included supporting charities, presenting awards, opening parliament, hosting garden parties and royal banquets and passing the Succession to the Crown Act 2013.</p> <p><b>Skill Year 2</b> Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography</p> <p><b>Who was the most significant sovereign?</b></p> <p><b>P. of Study History 20</b> 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>Knowledge Year 2</b> Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p><b>Skill Year 2</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual</p>
---	--	---	--	---	---

**Year 3 – Tribal Tales (Maestro: Through the Ages)**

**Autumn**

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Introductory knowledge: + Stone Age Chronology lesson can be completed in one lesson</b>	<b>Stone Age Tools</b>	<b>Cheddar Man</b>	<b>Bronze Age Chronology</b>	<b>Everyday life in the Bronze Age (comparing BA to SA)</b>	<b>Wealth &amp; Power</b>

<p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</p> <p><b>Specific knowledge Year 3</b> 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 '<i>anno Domini</i>', 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.</p> <p><b>Skill Year 3</b> Use historical terms to describe different periods of time</p> <p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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 Year 3</b> 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,</p>	<p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> 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> <p><b>Skill Year 3</b> Describe ways in which human invention and ingenuity have changed how people live.</p> <p><b>Stone Age settlements (Skara Brae)</b></p> <p><b>P. of Study Breadth History Aims 14</b> 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>Knowledge Year 3</b> Interviews, diaries, letters, journals, speeches, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p>	<p><b>P. of Study Breadth History Aims 14</b> 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>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> 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, was in his 20s when he died, had blue or green eyes, dark wavy hair and black skin.</p> <p><b>Skill Year 3</b> Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p><b>End of the Stone Age</b></p> <p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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 Year 3</b> 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.</p> <p><b>Skill Year 3</b> Sequence dates and information from several historical periods on a timeline.</p> <p><b>Beaker Folk</b></p> <p><b>P. of Study History 11</b> Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Knowledge Year 3</b> 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 Year 3</b> The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.</p>	<p><b>P. of Study History 11</b> Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Knowledge Year 3</b> 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.</p> <p><b>Specific knowledge Year 3</b> The discovery of bronze changed the way that people lived, farmed, fought, traded and dressed.</p> <p><b>Skill Year 3</b> Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p><b>Metal working</b></p> <p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> During the Bronze Age, tools and weapons were made from metals, such as bronze. Metal tools and weapons were more</p>	<p><b>P. of Study History 11</b> Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Knowledge Year 3</b> 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.</p> <p><b>Specific knowledge Year 3</b> 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 led to conflicts between tribes and the need for defensive walls around settlements.</p> <p><b>Skill Year 3</b> Describe the roles of tribal communities and explain how this influenced everyday life</p> <p><b>Amesbury Archer</b></p> <p><b>P. of Study History 11</b> Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Knowledge Year 3</b> 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</p>
---	---	---	--	--	--

<p>the Palaeolithic, the Mesolithic and the Neolithic.</p> <p><b>Skill Year 3</b> Sequence dates and information from several historical periods on a timeline</p> <p><b>Everyday life in the Stone Age</b></p> <p><b>P. of Study History 11</b> Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Knowledge Year 3</b> 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 Year 3</b> 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.</p> <p><b>Skill Year 3</b> Describe the everyday lives of people from past historical periods.</p>	<p><b>Specific knowledge Year 3</b> 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> <p><b>Skill Year 3</b> Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p><b>** Lesson regarding Stonehenge – missed from overview. Needs to be added:</b></p> <p><b>P. of Study Geography Features 7</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Knowledge Year 3</b> Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.</p> <p><b>Specific knowledge Year 3</b> Humans in the Stone Age made a range of monuments, including long barrows, henges, cursus monuments, standing stones and stone circles.</p> <p><b>Skill Year 3</b> Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p>	<p><b>Specific knowledge Year 3</b> By the end of the Stone Age, humans had started to live in permanent settlements and farm crops and animal.</p> <p><b>Specific knowledge Year 3</b> The Stone Age ended when metalworking skills were introduced to Britain by the Bell Beaker folk, c2500 BC.</p> <p><b>Skill Year 3</b> Explain the cause and effect of a significant historical event.</p>	<p><b>Skill Year 3</b> Describe the everyday lives of people from past historical periods</p>	<p>efficient than stone, so farming, trade and wealth increased.</p> <p><b>Skill Year 3</b> Describe ways in which human invention and ingenuity have changed how people live.</p>	<p>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 Year 3</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> <p><b>Skill Year 3</b> Describe the everyday lives of people from past historical periods.</p>
<p>Week1 <b>End of the Bronze Age</b></p>	<p>Week 2 <b>Farming Boom</b></p>	<p>Week 3 <b>Hillforts &amp; Homes</b></p>	<p>Week 4 <b>Celtic beliefs</b></p>	<p>Week 5</p>	<p>Week 6</p>

<p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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 Year 3</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> <p><b>Skill Year 3</b> Explain the cause and effect of a significant historical event.</p> <p><b>Iron Age Chronology &amp; Cause &amp; Effect can be completed in one lesson</b></p> <p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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</p>	<p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> 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> <p><b>Skill Year 3</b> Describe how a significant event or person in British history changed or influenced how people live today.</p> <p><b>Invention &amp; Ingenuity</b></p> <p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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</p>	<p><b>P. of Study History 11</b> Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Knowledge Year 3</b> 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 Year 3</b> Hillforts were Iron Age settlements that were built on top of a hill. The height of a hillfort gave tribespeople a good view of the surrounding area and the ditches and ramparts around the edge provided protection.</p> <p><b>Skill Year 3</b> Describe the everyday lives of people from past historical periods</p> <p><b>Celtic Warriors</b></p> <p><b>P. of Study Breadth History Aims 14</b> 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>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> 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</p>	<p><b>P. of Study Breadth History Aims 14</b> 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>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> 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> <p><b>Skill Year 3</b> Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p><b>End of the Iron Age</b></p> <p><b>P. of Study History 11</b> Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Knowledge Year 3</b> 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 Year 3</b> The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain.</p>		
--	--	---	---	--	--

<p>day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p><b>Specific knowledge Year 3</b> The Iron Age in Britain started c700 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. It ended after the invasion of the Romans in AD 43.</p> <p><b>Skill Year 3</b> Sequence dates and information from several historical periods on a timeline</p> <p><b>Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> 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> <p><b>Skill Year 3</b> Describe how a significant event or person in British history changed or influenced how people live today</p>	<p>discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p><b>Specific knowledge Year 3</b> 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> <p><b>Skill Year 3</b> Describe ways in which human invention and ingenuity have changed how people live</p>	<p>they were trying to make their enemies sound frightening.</p> <p><b>Skill Year 3</b> Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p><b>Skill Year 3</b> Describe the everyday lives of people from past historical periods</p>		
--	--	--	---	--	--

**Year 3 – Hail, Caesar! (Maestro: Emperors and Empires)**

**Summer**

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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Introductory knowledge</b></p> <p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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 Year 3</b> 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.</p> <p><b>Skill Year 3</b> Sequence dates and information from several historical periods on a timeline.</p> <p><b>TRIP (Move to fit into summer overview)</b></p> <p><b>P. of Study History 18</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>Knowledge Year 3</b> 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>	<p><b>Founding of Ancient Rome</b></p> <p><b>P. Study Breadth History Aims 14</b> 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>Knowledge Year 3</b> 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><b>Knowledge Year 3</b> 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.</p> <p><b>Skill Year 3</b> Make deductions and draw conclusions about the reliability of a historical source or artefact. View progression</p> <p><b>Skill Year 3</b> Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p>	<p><b>Ruling Rome</b></p> <p><b>P. of Study History 18</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>Knowledge Year 3</b> 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 Year 3</b> Over time in Rome, there were three different systems of rule; a kingdom, a republic and an empire.</p> <p><b>Skill Year 3</b> Describe the hierarchy and different roles in past civilisations.</p>	<p><b>Growth and expansion of the Roman Empire</b></p> <p><b>P. of Study History 18</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> 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><b>Skill Year 3</b> Describe the achievements and influence of the ancient Romans on the wider world</p>	<p><b>Emperors of the Empire</b></p> <p><b>P. Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.</p> <p><b>Specific knowledge Year 3</b> 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><b>Skill Year 3</b> Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p>	<p><b>Hierarchy in Ancient Rome</b></p> <p><b>P. of Study History 18</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>Knowledge Year 3</b> 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>Skill Year 3</b> Describe the hierarchy and different roles in past civilisations.</p>



<p><b>Skill Year 3</b> Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling</p>					
<p>Week1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>
<p><b>Roman Army</b></p> <p><b>P. of Study History 18</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>Knowledge Year 3</b> 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 Year 3</b> The basic structure or hierarchy of a Roman army legion was complex. It included: <i>contubernium</i>, which consisted of eight men who lived and worked together; centuries, which were made up of 10 <i>contubernia</i> 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 <i>legatus legionis</i>.</p> <p><b>Skill Year 3</b> Describe the hierarchy and different roles in past civilisations</p> <p><b>Roman Invention</b></p> <p><b>P. Study Breadth History Aims 13</b> Know and understand the history of these islands as a coherent, chronological</p>	<p><b>Roman Roads</b></p> <p><b>P. of Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> 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, broken tiles and gravel and were straight. Bridges were built when rivers needed to be crossed.</p> <p><b>Skill Year 3</b> Describe ways in which human invention and ingenuity have changed how people live.</p> <p><b>Roman towns in Britain</b></p> <p><b>P. of Study History 18</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>Knowledge Year 3</b> 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</p>	<p><b>Romano-British Culture</b></p> <p><b>P. of Study History 18</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>Knowledge Year 3</b> 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.</p> <p><b>Specific knowledge Year 3</b> The Romans led a rich and cultured life. They enjoyed activities, such as feasting and dinner parties, music and dancing, gladiator tournaments and fashion.</p> <p><b>Skill Year 3</b> Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p><b>Religion</b></p> <p><b>P. Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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</p>	<p><b>Ivory Bangle Lady</b></p> <p><b>P. Study History 18</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> 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.</p> <p><b>Skill Year 3</b> Describe the achievements and influence of the ancient Romans on the wider world.</p>	<p><b>Roman Withdrawal</b></p> <p><b>P. Study Breadth History Aims 13</b> 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>Knowledge Year 3</b> 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 Year 3</b> 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> <p><b>Skill Year 3</b> Explain the cause and effect of a significant historical event.</p>	<p><b>TRIP – Verulamium St Albans -</b></p> <p><b>Must cover:</b></p> <p><b>P. of Study History 1</b> Conduct a local history study.</p> <p><b>Knowledge Year 3</b> 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.</p> <p><b>Skill Year 3</b> Analyse a range of historical information to explain how a national or international event has impacted the locality.</p>

<p>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>Knowledge Year 3</b> 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><b>Specific knowledge Year 3</b> Roman inventions include forts, roads, bridges, towns, aqueducts, underfloor heating (hypocaust), lighthouses and sewers.</p> <p><b>Skill Year 3</b> Describe ways in which human invention and ingenuity have changed how people live.</p>	<p>bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</p> <p><b>Specific knowledge Year 3</b> 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.</p> <p><b>Skill Year 3</b> Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p>	<p>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><b>Specific knowledge Year 3</b> 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 <i>Edict of Milan</i>, which made Christianity legal in AD 313. 10 years later, Christianity became the official religion of the Roman Empire.</p> <p><b>Skill Year 3</b> Describe how a significant event or person in British history changed or influenced how people live today.</p>			
--	--	--	--	--	--

#### Year 4 – Swords & Settlers (Maestro: Invasion)

##### Autumn

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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Introductory knowledge</b></p> <p><b>P. of Study History</b></p> <p><b>1 Year 4</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>5 Year 4 Aims</b> 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>Knowledge Year 4</b></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</p>	<p><b>Significant events of the early Middle Ages</b></p> <p><b>P. of Study Breadth History Aims 21</b> 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>Knowledge Year 4</b></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><b>Specific knowledge Year 4</b></p>	<p><b>Anglo-Saxon invasion</b></p> <p><b>P. of Study History 3</b> Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p><b>Knowledge Year 4</b></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,</p>	<p><b>Sutton Hoo – Breadth and depth</b></p> <p><b>P. of Study Breadth History Aims 11</b> 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>Knowledge Year 4</b></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>Everyday life in Anglo-Saxon Britain</b></p> <p><b>P. of Study Breadth History Aims 21</b> 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>Knowledge Year 4</b></p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>	<p><b>The first Viking landing</b></p> <p><b>P. of Study History 1</b> Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><b>Knowledge Year 4</b></p> <p>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.</p> <p><b>Specific knowledge Year 4</b></p> <p>The first recorded Viking invasion happened in AD 789 on the Isle of Portland on the south coast of England. Three ships</p>

<p>and numbers in the form of Roman numerals and the spread of Christianity.</p> <p><b>Year 4</b></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><b>Skill(s)</b></p> <p><b>Year 4</b> Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. View progression</p> <p><b>Year 4</b> Explain in detail the multiple causes and effects of significant events</p> <p><b>Invasion timeline</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> <b>21</b> 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>Knowledge</b> <b>Year 4</b></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><b>Specific knowledge</b> <b>Year 4</b></p> <p>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><b>Skill</b> <b>Year 4</b> Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>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><b>Skill</b> <b>Year 4</b> Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Sussex, Wessex, Middlesex and East Anglia.</p> <p><b>Specific knowledge</b> <b>Year 4</b></p> <p>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> <p><b>Skill</b> <b>Year 4</b> Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p><b>Anglo-Saxon kingdoms</b></p> <p><b>P. of Study</b> <b>History</b> <b>3</b> Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p><b>Knowledge</b> <b>Year 4</b></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> <b>Year 4</b></p> <p>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>	<p><b>Specific knowledge</b> <b>Year 4</b></p> <p>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> <p><b>Skill</b> <b>Year 4</b> 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><b>Anglo-Saxon monasteries</b></p> <p><b>P. of Study</b> <b>History</b> <b>1</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Knowledge</b> <b>Year 4</b></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> <p><b>Skill</b> <b>Year 4</b> Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p>	<p><b>Skill</b> <b>Year 4</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.</p> <p><b>Anglo-Saxon legacy – Breadth and depth</b></p> <p><b>P. of Study</b> <b>History</b> <b>3</b> Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p><b>Knowledge</b> <b>Year 4</b></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>Skill</b> <b>Year 4</b> Explain the cause, consequence and impact of invasion and settlement in Britain.</p>	<p>arrived and were greeted by the reeve of Dorchester, the local official, who was killed.</p> <p><b>Skill</b> <b>Year 4</b> Describe the significance and impact of power struggles on Britain.</p> <p><b>Viking raids at Lindisfarne</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> <b>11</b> 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>Knowledge</b> <b>Year 4</b></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.</p> <p><b>Knowledge</b> <b>Year 4</b></p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way.</p> <p><b>Skill</b> <b>Year 4</b> Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. View progression</p> <p><b>Skill</b> <b>Year 4</b> Identify bias in primary and secondary sources.</p>
---	---	---	---	--	---

		<b>Skill</b> <b>Year 4</b> Explain the cause, consequence and impact of invasion and settlement in Britain.			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

<p><b>Surrender or fight back?</b></p> <p>P. of <b>Study Breadth History Aims 21</b> 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>Knowledge Year 4</b></p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p><b>Specific knowledge Year 4</b></p> <p>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 <i>Danegeld</i>, 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><b>Skill Year 4</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.</p> <p><b>Comparing everyday lives of Anglo-Saxons and Vikings – Breadth and depth</b></p> <p>P. of <b>Study Breadth History Aims 21</b> 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>Knowledge Year 4</b></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</p>	<p><b>Significant person – King Athelstan</b></p> <p>P. of <b>Study Breadth History Aims 11</b> 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>Knowledge Year 4</b></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 Year 4</b></p> <p>Athelstan was the grandson of Alfred the Great. He was a successful leader who defeated Viking and Celtic kings during the Battle of Brunanburh. After this battle, Athelstan was the first king who became known as 'King of all England'.</p> <p><b>Skill Year 4</b> Construct a profile of a significant leader using a range of historical sources.</p> <p><b>After Athelstan</b></p> <p>P. of <b>Study Breadth History Aims 21</b> 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>Knowledge Year 4</b></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><b>Specific knowledge Year 4</b></p> <p>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.</p> <p><b>Skill Year 4</b> Sequence significant dates about events within a historical time period on historical timelines.</p>	<p><b>Norman invasion</b></p> <p>P. of <b>Study Breadth History Aims 5</b> 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>Knowledge Year 4</b></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><b>Specific knowledge Year 4</b></p> <p>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.</p> <p><b>Skill Year 4</b> Explain in detail the multiple causes and effects of significant events.</p>	<p><b>Innovate 1:</b> Explain why the hoard found at the Coppergate dig was an unusual find and why it was so significant to historians.</p> <p>P. of <b>Study Breadth History Aims 21</b> 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>Knowledge Year 4</b></p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p><b>Skill Year 4</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.</p> <p><b>Innovate 2:</b> Label the artefacts from the Coppergate dig and explain what information they provide.</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>Knowledge Year 4</b></p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p><b>Skill Year 4</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.</p>	<p><b>Local evidence – Breadth and depth</b></p> <p>P. of <b>Study History 1</b> Conduct a local history study.</p> <p><b>Knowledge Year 4</b></p> <p>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.</p> <p><b>Skill Year 4</b> Describe and explain the impact of a past society on a local settlement or community.</p> <p><b>Imagined evidence – Breadth and depth</b></p> <p>P. of <b>Study Breadth History Aims 21</b> 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>Knowledge Year 4</b></p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p><b>Skill Year 4</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.</p>	
--	---	---	--	--	--

characteristics take can be similar or contrasting across different civilisations. <b>Skill</b> Year 4 Compare and contrast two civilisations.					
---	--	--	--	--	--

## Year 4 – You’d find in in a Museum!

### Summer

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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Introductory lesson</b> What is a civilisation? <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> 1 Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. <b>Knowledge</b> Year 4 Historical terms include abstract nouns, such as invasion and monarchy. <b>Specific knowledge</b> Year 4 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. <b>Skill</b> Year 4 Use more complex historical terms to explain and present historical information.</p> <p><b>Archaeological finds</b> <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> 11 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>Knowledge</b> Year 4 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</p>	<p><b>Development of ancient Sumer</b> <b>P. of Study</b> <b>History</b> 4 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>Knowledge</b> Year 4 The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. <b>Specific knowledge</b> Year 4 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. <b>Skill</b> Year 4 Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements</p> <p><b>Food and farming</b> <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> 21 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw</p>	<p><b>Necessity is the mother of invention</b> <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> 21 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>Knowledge</b> Year 4 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. <b>Specific knowledge</b> Year 4 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. <b>Skill</b> Year 4 Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p> <p><b>Sumerian City States</b> <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> 21 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</p>	<p><b>Hierarchy of ancient Sumer</b> <b>P. of Study</b> <b>History</b> 4 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>Knowledge</b> Year 4 Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. <b>Specific knowledge</b> Year 4 The king or <i>lugal</i> 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. <b>Skill</b> Year 4 Describe the hierarchy and different roles in ancient civilisations.</p> <p><b>The world’s first emperor</b></p>	<p><b>Ancient Egypt</b> <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> 21 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>Knowledge</b> Year 4 Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. <b>Specific knowledge</b> Year 4 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. <b>Skill</b> Year 4 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><b>City life in Ancient Egypt</b></p>	<p><b>Hierarchy in Ancient Egypt</b> <b>P. of Study</b> <b>History</b> 4 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>Knowledge</b> Year 4 Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. <b>Specific knowledge</b> Year 4 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. <b>Skill</b> Year 4 Describe the hierarchy and different roles in ancient civilisations</p> <p><b>Role of the Pharaoh</b> <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> 11 Understand</p>

<p>what people believed, what was important to them and how they spent their time.</p> <p><b>Specific knowledge Year 4</b></p> <p>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.</p> <p><b>Skill Year 4</b> Explain how artefacts provide evidence of everyday life in the past.</p>	<p>contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>Knowledge Year 4</b></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><b>Specific knowledge Year 4</b></p> <p>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><b>Skill Year 4</b> Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p>	<p>own structured accounts, including written narratives and analyses.</p> <p><b>Knowledge Year 4</b></p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p><b>Specific knowledge Year 4</b></p> <p>Sumerian cities, including Uruk and Ur, grew gradually over time. City buildings were built from mud bricks and had defensive walls, winding 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><b>Skill Year 4</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.</p>	<p>. of</p> <p><b>Study Breadth History Aims 5</b> 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>Knowledge Year 4</b></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><b>Specific knowledge Year 4</b></p> <p>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, 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.</p> <p><b>Skill Year 4</b> Explain in detail the multiple causes and effects of significant events.</p>	<p>P. of</p> <p><b>Study Breadth History Aims 21</b> 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>Knowledge Year 4</b></p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p><b>Specific knowledge Year 4</b></p> <p>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.</p> <p><b>Skill Year 4</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.</p>	<p>d 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>Knowledge Year 4</b></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 Year 4</b></p> <p>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 <i>maat</i>, to the world. Pharaohs also built monuments and pyramids to help them reach the afterlife. Pharaohs used symbols, including the <i>uraeus</i>, or cobra, false beard, crook and flail to show their power.</p> <p><b>Skill Year 4</b> Construct a profile of a significant leader using a range of historical sources.</p>
<p>Week1</p> <p><b>Tales from the Tomb</b></p> <p><b>P. of Study Breadth History</b></p> <p><b>11 Year 4 Aims</b> Understand the methods of historical enquiry, including how</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>

<p>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>1 Year 4</b> 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>Knowledge</b></p> <p><b>Year 4</b> 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>Year 4</b> The characteristics of the earliest 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><b>Skill(s)</b></p> <p><b>Year 4</b> 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. View progression</p> <p><b>Year 4</b> 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).</p> <p><b>Compare and contrast two civilisations</b></p> <p><b>P. of Study Breadth History Aims 21</b> 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>Knowledge Year 4</b></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><b>Specific knowledge</b> <b>Year 4</b></p> <p>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><b>Skill</b> <b>Year 4</b> Compare and contrast two civilisations.</p>					
--	--	--	--	--	--

Year 5 – Legacy of the Dynasties

Autumn

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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Introduction</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> <b>9</b> 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>Knowledge</b> <b>Year 5</b></p> <p>Different world history civilisations existed before, after and alongside others. For</p>	<p><b>The Yellow Emperor of the Xia Dynasty</b></p> <p>Drama lesson</p> <p><b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> <b>10</b> 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>Knowledge</b> <b>Year 5</b></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>	<p><b>Oracle bones</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> <b>8</b> Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p><b>Knowledge</b> <b>Year 5</b></p> <p>Historical terms include topic related nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p><b>Specific knowledge</b> <b>Year 5</b></p> <p>Oracle bones are pieces of turtle shell, cow bone or sheep bone, which were found at</p>	<p><b>Significance of bronze</b></p> <p><b>P. of Study</b> <b>History</b> <b>7</b> 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>Knowledge</b> <b>Year 5</b></p> <p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social</p>	<p><b>Power and Hierarchy</b></p> <p><b>P. of Study</b> <b>History</b> <b>7</b> 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>Knowledge</b> <b>Year 5</b></p> <p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social</p>	<p><b>Warfare</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> <b>8</b> Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p><b>Knowledge</b> <b>Year 5</b></p> <p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p><b>Specific knowledge</b> <b>Year 5</b></p>

example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

#### Specific knowledge Year 5

China is the longest lasting civilisation. The first five Chinese Dynasties were the 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).

**Skill Year 5** Sequence and make connections between periods of world history on a timeline.

Introducing key vocabulary

#### Everyday Life in the Shang Dynasty

**P. of Study History 7** 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.

#### Knowledge Year 5

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 Year 5

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.

**Skill Year 5** Create an in-depth study of the characteristics and importance of a

#### Specific knowledge Year 5

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.

**Skill Year 5** Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.

#### Dig at Yinxu

**P. of Study Breadth History Aims 10** 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.

#### Knowledge Year 5

Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.

#### Specific knowledge Year 5

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.

**Skill Year 5** Use a range of historical sources or artefacts to build a picture of a historical event or person.

Yinxu. 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.

**Skill Year 5** Articulate and organise important information and detailed historical accounts using topic related vocabulary.

#### Religion in the Shang Dynasty

**P. of Study History 7** 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.

#### Knowledge Year 5

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 Year 5

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.

**Skill Year 5** Create an in-depth study of the characteristics and importance of a past or

structures, all of which have influenced the world over the last 5000 years.

#### Specific knowledge Year 5

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 made high quality objects, including ritual bronzes for sacrifices and burials.

**Skill Year 5** Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy)

#### Jade and silk

#### P. of

**Study Breadth History Aims 8** 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.

#### Knowledge Year 5

The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.

#### Specific knowledge Year 5

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.

**Skill Year 5** Study a feature of a past civilisation or society.

structures, all of which have influenced the world over the last 5000 years.

#### Specific knowledge Year 5

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.

**Skill Year 5** Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).

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.

**Skill Year 5** Articulate and organise important information and detailed historical accounts using topic related vocabulary.

#### End of the Shang Dynasty

#### P. of Study Breadth History

**2 Year 5 Aims** 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.

**7 Year 5** 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.

#### Knowledge

#### Year 5

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.

#### Year 5

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.

#### Skill(s)

**Year 5** Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. View progression

past or ancient civilisation or society (people, culture, art, politics, hierarchy).		ancient civilisation or society (people, culture, art, politics, hierarchy).			Year 5 Describe the significance, impact and legacy of power in ancient civilisations.
Week1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>The Zhou Dynasty</b></p> <p><b>P. of Study Breadth History Aims 9</b> 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>Knowledge Year 5</b> Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p><b>Skill Year 5</b> Compare and contrast an aspect of history across two or more periods studied.</p>	<p><b>Confucianism</b></p> <p><b>P. of Study Breadth History Aims 8</b> 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>Knowledge Year 5</b> 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><b>Skill Year 5</b> Explain why an aspect of world history is significant.</p>	<p><b>P. of Study Breadth History Aims 10</b> 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>Knowledge Year 5</b> Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p><b>Skill Year 5</b> Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p><b>Han Dynasty</b></p> <p><b>P. of Study History 7</b> 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>Knowledge Year 5</b> 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><b>Skill Year 5</b> 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><b>Legacy of Ancient China</b></p> <p><b>P. of Study Breadth History Aims 8</b> 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>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> 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> <p><b>Skill Year 5</b> Explain why an aspect of world history is significant.</p> <p>Parental Pit Stop: Sharing learning through Puppet Show/presentation</p>	

Year 5 Tudors (2024 – 25 Due to children’s love and engagement, this unit has been kept)

Summer

Week1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Introductory lesson:</b></p> <p><b>P. of Study English - Spoken language Year 5</b> Ask relevant questions to extend their understanding and knowledge.</p> <p><b>Year 5</b> Use spoken language to develop understanding through speculating,</p>	<p><b>Tudor Timeline</b></p> <p><b>P. of Study History</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>Knowledge Year 5</b></p>	<p><b>Henry’s Marriages</b></p> <p><b>P. of Study Breadth History Aims 2</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural,</p>	<p><b>Henry’s Homes</b></p> <p><b>P. of Study History</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>Knowledge Year 5</b></p>	<p><b>Anne’s Crimes</b></p> <p><b>P. of Study Breadth History Aims 2</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural,</p>	<p><b>Treason</b></p> <p><b>P. of Study Breadth History Aims 2</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural,</p>

<p>hypothesising, imagining and exploring ideas. <b>Skill(s)</b> <b>Year 5</b> Ask and answer questions to solve problems, hypothesise and think critically.</p> <p><b>Lock, Link and Load lesson.</b> Introducing key vocabulary and revisiting history timeline so chn can lock in where the Tudor period fits in.</p>	<p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. <b>Skill</b> <b>Year 5</b> Create an in-depth study of an aspect of British history beyond 1066.</p>	<p>economic, military, political, religious and social history; and between short- and long-term timescales. <b>Knowledge</b> <b>Year 5</b> 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. <b>Skill</b> <b>Year 5</b> 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>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. <b>Skill</b> <b>Year 5</b> Create an in-depth study of an aspect of British history beyond 1066.</p>	<p>economic, military, political, religious and social history; and between short- and long-term timescales. <b>Knowledge</b> <b>Year 5</b> 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. <b>Skill</b> <b>Year 5</b> 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><b>Tudor Punishments</b> <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> <b>8</b> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. <b>Knowledge</b> <b>Year 5</b> Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. <b>Skill</b> <b>Year 5</b> Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p>	<p>economic, military, political, religious and social history; and between short- and long-term timescales. <b>Knowledge</b> <b>Year 5</b> 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. <b>Skill</b> <b>Year 5</b> 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><b>Parental Pit stop:</b> Debate Guilty or not guilty?</p>
<p>Week1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>
	<p><b>Role Play</b> <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> <b>8</b> 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>Knowledge</b> <b>Year 5</b> 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. <b>Skill</b> <b>Year 5</b> Explain why an aspect of world history is significant.</p>	<p><b>Henry's Character</b> <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> <b>2</b> 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>Knowledge</b> <b>Year 5</b> 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. <b>Skill</b> <b>Year 5</b> 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><b>Henry's Children</b> <b>P. of Study</b> <b>History</b> Study an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. <b>Knowledge</b> <b>Year 5</b> Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. <b>Skill</b> <b>Year 5</b> Create an in-depth study of an aspect of British history beyond 1066.</p>	<p><b>The trial of Anne Boleyn (Innovate) 2 lessons</b></p>	

**Year 5 – 2024-2025 onwards Ground-breaking Greeks will also be taught during the Spring Term.**

**Spring\*\***

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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Introductory Knowledge</b></p> <p><b>P.Study Breadth History Aims 9</b> 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>Knowledge Year 5</b> 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.</p> <p><b>Specific knowledge Year 5</b> 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).</p> <p><b>Skill Year 5</b> Sequence and make connections between periods of world history on a timeline</p> <p><b>Time Teams</b></p> <p><b>P. of Study Breadth History Aims 10</b> 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>Knowledge Year 5</b> Using a range of historical sources and artefacts can reveal a</p>	<p><b>Sources of Evidence</b></p> <p><b>.Study Breadth History Aims 10</b> 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>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> 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><b>Skill Year 5</b> Find evidence from different sources, identify bias and form balanced arguments</p> <p><b>Minoan Evidence</b></p> <p><b>P.Study Breadth History Aims 9</b> 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</p>	<p><b>Comparing the Minoans and Mycenaean</b></p> <p><b>P.Study Breadth History Aims 9</b> 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>Knowledge Year 5</b> Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p><b>Knowledge Year 5</b> 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 Year 5</b></p> <p>The Mycenaean ruled a large area of Greece from c1600 BC. They expanded their territory to include the Minoan island of Crete. The Minoans influenced the Mycenaean, 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><b>Comparing the Dark Age and Archaic period</b></p> <p><b>P.Study Breadth History Aims 9</b> 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>Knowledge Year 5</b> 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 Year 5</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 famous events, such as the Olympic Games, were founded.</p> <p><b>Skill Year 5</b> Compare and contrast an aspect of history across two or more periods studied.</p> <p><b>City States</b></p> <p><b>P. of Study Breadth History Aims 8</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic</p>	<p><b>Democracy in Athens</b></p> <p><b>P.Study Breadth History Aims 10</b> 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>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b></p> <p>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 <i>stratego</i> were military commanders who were chosen to protect the city.</p> <p><b>Skill Year 5</b> Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy</p> <p><b>Roles of men and women in Athens – Breadth and depth</b></p> <p><b>P. of Study Breadth History Aims 8</b> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b>Knowledge Year 5</b> Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry,</p>	<p><b>Social hierarchy in Athens</b></p> <p><b>P.Study Breadth History Aims 8</b> 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>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> Male citizens were at the top of the social hierarchy in Athens. Citizens included <i>aristoi</i> who owned property and the best farmland, <i>periokoi</i> who lived in smaller settlements outside the city and businessmen who made money from trade. <i>Metics</i>, 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> <p><b>Skill Year 5</b> Study a feature of a past civilisation or society.</p> <p><b>Significant Athenians</b></p> <p><b>P. of Study History 7</b> Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b>Knowledge Year 5</b> The achievements and influences of the</p>

<p>clearer and more accurate picture about a historical event or person.</p> <p><b>Specific knowledge Year 5</b> 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><b>Skill Year 5</b> Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p>their own structured accounts, including written narratives and analyses.</p> <p><b>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> Historically valid questions about continuity and change could include, 'Did the Minoans live a settled life for a long period of time, or was life constantly changing?' or 'How did natural disasters change life for the Minoans?'</p> <p><b>Skill Year 5</b> Frame historically valid questions about continuity and change and construct informed responses.</p>	<p><b>Skill Year 5</b> Compare and contrast an aspect of history across two or more periods studied. View progression</p> <p><b>Skill Year 5</b> Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p><b>Discovering the Dark Age and Archaic period</b></p> <p><b>P. Study Breadth History Aims 9</b> 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>Knowledge Year 5</b> 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><b>Skill Year 5</b> Frame historically valid questions about continuity and change and construct informed responses.</p>	<p>features of past non-European societies; achievements and follies of mankind.</p> <p><b>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> A city state, or <i>polis</i>, 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> <p><b>Skill Year 5</b> Study a feature of a past civilisation or society.</p>	<p>civilisation, treason, empire, rebellion and revolt.</p> <p><b>Skill Year 5</b> Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p>	<p>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><b>Specific knowledge Year 5</b> 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> <p><b>Skill Year 5</b> Describe the achievements and influence of the ancient Greeks on the wider world.</p>
--	--	---	--	---	--

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>The Acropolis – Breadth and depth</b></p> <p><b>P. of Study Breadth History Aims 8</b> Gain and deploy a historically grounded understanding of abstract terms such as</p>	<p><b>Finding out about philosophy</b></p> <p><b>P. of Study History 7</b> Learn about Ancient Greece – a study of Greek life</p>	<p><b>Ancient and modern Olympic Games</b></p> <p><b>P. of Study History 7</b> Learn about Ancient Greece – a study of Greek life</p>	<p><b>Achievements of Alexander the Great</b></p> <p><b>P. Study Breadth History Aims 10</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make</p>		

<p>'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b>Knowledge Year 5</b> Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p><b>Specific knowledge Year 5</b> The word <i>acropolis</i> 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> <p><b>Skill Year 5</b> Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p><b>Hippocrates, the father of medicine – Breadth and depth</b></p> <p><b>P. of Study Breadth History Aims 2</b> 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>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> Hippocrates was born c460 BC, on the island of Kos. He was a doctor who studied anatomy, surgery, fractures and serious illnesses.</p>	<p>and achievements and their influence on the western world.</p> <p><b>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> 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.</p> <p><b>Skill Year 5</b> Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p><b>Masters of mathematics</b></p> <p><b>P. of Study History 7</b> Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> Ancient Greek mathematicians made many discoveries, especially about geometry. Many, including Thales, Pythagoras and</p>	<p>and achievements and their influence on the western world.</p> <p><b>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> 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> <p><b>Skill Year 5</b> Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p><b>Greek arts and culture</b></p> <p><b>P. of Study History 7</b> Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b>Knowledge Year 5</b> 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><b>Specific knowledge Year 5</b> 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</p>	<p>historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b>Knowledge Year 5</b> Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p><b>Specific knowledge Year 5</b> 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> <p><b>Skill Year 5</b> Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>		
---	--	--	--	--	--

<p>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.</p> <p><b>Skill Year 5</b> 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>Archimedes, created theorems that are still studied and used today.</p> <p><b>Skill Year 5</b> Describe the achievements and influence of the ancient Greeks on the wider world</p>	<p>people around the world for thousands of years and are still seen today.</p> <p><b>Skill Year 5</b> Describe the achievements and influence of the ancient Greeks on the wider world.</p>			
---	--	--	--	--	--

Year 6 – Stand up, Stand out! (Maestro: Maafa)

Autumn

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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p><b>Introductory knowledge</b></p> <p><b>P. of Study Breadth History Aims 2</b> Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p><b>Knowledge Year 6</b> Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> <p><b>Specific knowledge Year 6</b> Topic-specific abstract terms include abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement,</p>	<p><b>Ancient African Kingdoms &amp; Empires</b></p> <p><b>P. of Study History 1</b> 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>Knowledge Year 6</b> 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><b>Benin Bronzes - Breadth and depth</b></p> <p><b>P. of Study History 3</b> 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>Knowledge Year 6</b> 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</p>	<p><b>Britain and the Maafa</b></p> <p><b>P. of Study History 6</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>Knowledge Year 6</b> 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><b>Specific knowledge Year 6</b> 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</p>	<p><b>Human impact of the Triangular slave trade</b></p> <p><b>P. of Study Breadth History Aims 1 4</b> 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>Knowledge Year 6</b> 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><b>Evidence of life on the plantations</b></p> <p><b>P. of Study Breadth History Aims 1 1</b> 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>Knowledge Year 6</b> Different types of bias include political, cultural or racial.</p> <p><b>Knowledge Year 6</b> 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</p>	<p><b>Benefits of enslavement for Britain</b></p> <p><b>P. of Study Breadth History Aims 1 9</b> 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>Knowledge Year 6</b> 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</p>



<p>indigenous, <i>maafa</i>, rebellion, resistance and slavery.</p> <p><b>Skill Year 6</b> Use abstract terms to express historical ideas and information.</p> <p><b>Exploring Africa today</b></p> <p><b>P. of Study Geography Features 6</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Knowledge Year 6</b> The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.</p> <p><b>Specific knowledge Year 6</b> Africa is the world's second largest and second most populous continent, after Asia. Africa is a diverse continent with a variety of different climates, landscapes, human settlements and populations.</p> <p><b>Skill Year 6</b> Explain how humans function in the place they live.</p>	<p><b>Specific knowledge Year 6</b> 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><b>Skill Year 6</b> 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><b>Kingdom of Benin AD 900-1897</b></p> <p><b>P. of Study History 3</b> 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>Knowledge Year 6</b> 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><b>Specific knowledge Year 6</b> The ancient Kingdom of Benin, ruled by an oba, existed on the coast of West Africa from AD 900–1897. Archaeologists and historians have learned about Benin's history through artefacts, traditional stories passed down by word of mouth and written accounts from European traders who travelled to Benin. The kingdom was well-known for its strong trade links with other countries, such as Portugal, which gained the kingdom great</p>	<p>can still be seen in society today.</p> <p><b>Specific knowledge Year 6</b> The Benin Bronzes are a group of more than 3000 sculptures made from bronze and brass. They were made in the Kingdom of Benin from the 16th century onwards by the guild of metalworkers. They show the people of Benin, especially the obas, and they help us to learn about aspects of society, including roles, status, clothing, traditions, trade partners and important events.</p> <p><b>Skill Year 6</b> 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><b>God, Gold and Glory</b></p> <p><b>P. of Study Breadth History Aims 1</b> 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>Knowledge Year 6</b> 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</p>	<p>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> <p><b>Skill Year 6</b> Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p><b>Triangular slave trade</b></p> <p><b>P. of Study Breadth History Aims 19</b> 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>Knowledge Year 6</b> 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 Year 6</b> 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</p>	<p><b>Specific knowledge Year 6</b> 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> <p><b>Skill Year 6</b> Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p><b>Life on a Caribbean plantation</b></p> <p><b>P. of Study Breadth History Aims 1</b> 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>Knowledge Year 6</b> 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><b>Specific knowledge Year 6</b> 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</p>	<p>source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p><b>Skill Year 6</b> Identify different types of bias in historical sources and explain the impact of that bias. View progression</p> <p><b>Skill Year 6</b> Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance</p> <p><b>Resistance, revolt and refusal</b></p> <p><b>P. of Study Breadth History Aims 19</b> 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>Knowledge Year 6</b> 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><b>Specific knowledge Year 6</b> 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> <p><b>Skill Year 6</b> Describe how the resistance, refusal or rebellion of</p>	<p>aspects of people's lives including the way they worked, travelled and spent their money.</p> <p><b>Specific knowledge Year 6</b> 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> <p><b>Skill Year 6</b> Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p><b>Abolition of slavery</b></p> <p><b>P. of Study Breadth History Aims 19</b> 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>Knowledge Year 6</b> 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>wealth and power, and for its guild system of craftspeople. In 1897, an invasion by British soldiers ended the Kingdom of Benin.</p> <p><b>Skill Year 6</b> 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>defence of personal, religious or political beliefs.</p> <p><b>Specific knowledge Year 6</b> Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, 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.</p> <p><b>Skill Year 6</b> Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p>	<p>journey, ships loaded with goods produced by enslaved workers sailed back to Europe, where the goods were sold for a profit.</p> <p><b>Skill Year 6</b> Present a detailed historical narrative about a significant global event</p>	<p>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> <p><b>Skill Year 6</b> Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p>	<p>individuals, groups and civilisations can affect a society or practice.</p> <p><b>Specific knowledge Year 6</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><b>Skill Year 6</b> Describe the causes and consequences of a significant event in history.</p>
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Life after abolition</b></p> <p><b>P. of Study Breadth History Aims 14</b> 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>Knowledge Year 6</b> Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p><b>Specific knowledge Year 6</b> Life 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</p>	<p><b>Black people in Britain in the 20<sup>th</sup> Century</b></p> <p><b>P. of Study Breadth History Aims 19</b> 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>Knowledge Year 6</b> 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><b>Specific knowledge Year 6</b> Throughout the 20th century,</p>	<p><b>Lives of Black people in Britain today</b></p> <p><b>P. of Study RHE - Relationships education</b></p> <p><b>1 Year 6 Relationships</b> Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><b>P. of Study PSHE - Relationships</b></p> <p><b>1 Year 6 Relationships</b> Learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p><b>1 Year 6 Relationships</b> Learn about discrimination: what it</p>			

<p>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><b>Skill</b> <b>Year 6</b> Articulate and present a clear, chronological world history narrative within and across historical periods studied</p> <p><b>Colonisation of Africa</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims</b> <b>19</b> 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>Knowledge</b> <b>Year 6</b> 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> <b>Year 6</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 European countries had to fight wars in Africa to claim ownership of the land.</p>	<p>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.</p> <p><b>Skill</b> <b>Year 6</b> Describe the causes and consequences of a significant event in history.</p> <p><b>Race relations act</b></p> <p><b>P. of Study</b> <b>History</b> <b>6</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Knowledge</b> <b>Year 6</b> 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><b>Specific knowledge</b> <b>Year 6</b> 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.</p>	<p>means and how to challenge it.</p> <p><b>P. of Study</b> <b>PSHE - Living in the wider world</b></p> <p><b>1</b> <b>Year 6</b> <b>World</b> Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p><b>P. of Study</b> <b>RHE - Health education</b></p> <p><b>1</b> <b>Year 6</b> <b>Internet</b> Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p><b>1</b> <b>Year 6</b> <b>Mental</b> Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><b>Knowledge</b> <b>Year 6</b> Discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent, angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language and trolling. People who carry out these acts often have low self esteem and self worth. Victims can suffer long term consequences, such as damage to their physical,</p>				
--	---	---	--	--	--	--

<p><b>Skill</b> <b>Year 6</b> Present a detailed historical narrative about a significant global event.</p>	<p><b>Skill</b> <b>Year 6</b> Articulate the significance of a historical person, event, discovery or invention in British history.</p>	<p>mental and emotional health and reputation.</p> <p><b>Year 6</b> Life can still be unequal for black people in Britain today. For example, black Caribbean students are three times more likely to be permanently excluded from school than white British students, and black people are 10 times more likely to be stopped and searched by the police than white people.</p> <p><b>Skill(s)</b> <b>Year 6</b> Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p>				
---	---	---	--	--	--	--

Year 6— Britain at War

Summer

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.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Introductory lesson</b>  <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims 2</b> Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.  <b>Knowledge</b> <b>Year 6</b>            Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.  <b>Specific knowledge</b> <b>Year 6</b>            Terms relating to warfare include, allies, battle, civilian, combat, conflict, defence, genocide, invasion, liberate, persecution, rebellion, resistance, retaliation, surrender, tactic and victory.  <b>Skill</b> <b>Year 6</b> Use abstract terms to express historical ideas and information.</p>	<p><b>Causes of the First World War</b>  <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims 19</b> Understand and 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>Knowledge</b> <b>Year 6</b>            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.  <b>Specific knowledge</b> <b>Year 6</b></p>	<p><b>Start of the First World War</b>  <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims 19</b> Understand and 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>Knowledge</b> <b>Year 6</b>            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.  <b>Specific knowledge</b> <b>Year 6</b>            Germany used a strategy called the Schlieffen Plan at the beginning of the</p>	<p>SATS WEEK</p>	<p><b>First World War weaponry</b>  <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims 14</b> 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>Knowledge</b> <b>Year 6</b>            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.  <b>Specific knowledge</b> <b>Year 6</b>            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</p>	<p><b>Impact of the First World War on British citizens</b>  <b>P. of Study</b> <b>Breadth</b> <b>History</b> <b>Aims 14</b> 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>Knowledge</b> <b>Year 6</b>            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.  <b>Specific knowledge</b> <b>Year 6</b>            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>The First World War started because of alliances, imperialism, militarism and nationalism within Europe. These four aspects caused 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><b>Skill Year 6</b> Describe the causes and consequences of a significant event in history.</p> <p><b>Volunteering to fight</b></p> <p>P. of <b>Study Breadth History Aims 1.1</b> Understand and 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>Knowledge Year 6</b> 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> <p><b>Specific knowledge Year 6</b> 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><b>Skill Year 6</b> Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>	<p>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 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.</p> <p><b>Skill Year 6</b> Describe the causes and consequences of a significant event in history.</p> <p><b>Life in the trenches</b></p> <p>P. of <b>Study Breadth History Aims 1.1</b> Understand and 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>Knowledge Year 6</b> 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> <p><b>Specific knowledge Year 6</b> 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> <p><b>Skill Year 6</b> Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>		<p>gas was used in warfare for the first time and new machine guns and heavy artillery caused large numbers of casualties.</p> <p><b>Skill Year 6</b> Describe some of the significant achievements of mankind and explain why they are important.</p> <p><b>Key events of the First World War</b></p> <p>P. of <b>Study Breadth History Aims 1.4</b> 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>Knowledge Year 6</b> Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p><b>Specific knowledge Year 6</b> 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><b>Skill Year 6</b> Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>	<p><b>Skill Year 6</b> Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p><b>End of the First World War</b></p> <p>P. of <b>Study Breadth History Aims 1.9</b> Understand and 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>Knowledge Year 6</b> 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><b>Specific knowledge Year 6</b> There were many events that lead 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.</p> <p><b>Skill Year 6</b> Describe the causes and consequences of a significant event in history</p>
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

<p><b>Causes of the Second World War</b></p> <p>P. of <b>Study Breadth History Aims 19</b> 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>Knowledge Year 6</b></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><b>Specific knowledge Year 6</b></p> <p>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.</p> <p><b>Skill Year 6</b> Describe the causes and consequences of a significant event in history.</p> <p><b>Warring nations of the Second World War</b></p> <p>P. of <b>Study Breadth Geography Aims 2</b> 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.</p> <p><b>Knowledge Year 6</b></p> <p>Geographical interconnections are the ways in which people and things are connected.</p> <p><b>Specific knowledge Year 6</b></p> <p>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</p>	<p><b>Beginning of the Second World War</b></p> <p>P. of <b>Study Breadth History Aims 14</b> 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>Knowledge Year 6</b></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p><b>Specific knowledge Year 6</b></p> <p>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> <p><b>Skill Year 6</b> Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p><b>Second World War weaponry and technology</b></p> <p>P. of <b>Study Breadth History Aims 14</b> 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>Knowledge Year 6</b></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p><b>Specific knowledge Year 6</b></p> <p>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</p>	<p><b>Battle of Britain</b></p> <p>P. of <b>Study History 6</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Knowledge Year 6</b></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> <p><b>Specific knowledge Year 6</b></p> <p>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> <p><b>Skill Year 6</b> Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p><b>Impact of the Second World War on British civilians</b></p> <p>P. of <b>Study Breadth History 14</b> Year 6 <b>Aims</b> 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>11</b> Year 6 <b>Aims</b> 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>Knowledge Year 6</b></p>	<p><b>Decisions of leaders</b></p> <p>P. of <b>Study Breadth History 19</b> Year 6 <b>Aims</b> 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>2</b> Year 6 <b>Aims</b> 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>Knowledge Year 6</b></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><b>Year 6</b></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> <p><b>Skill(s) Year 6</b> Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. View progression</p> <p><b>Year 6</b> Describe and explain the significance of a leader or monarch.</p> <p><b>End of the Second World War</b></p> <p>P. of <b>Study Breadth History Aims 19</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse</p>	<p><b>Remembrance</b></p> <p>P. of <b>Study Breadth History Aims 19</b> 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>Knowledge Year 6</b></p> <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><b>Specific knowledge Year 6</b></p> <p>Remembrance is the act of honouring people who have made sacrifices to protect Britain and the Commonwealth in times on conflict. The poppy is a universal symbol of remembrance. Memorials, monuments and ceremonies 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.</p> <p><b>Skill Year 6</b> Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p><b>Post-war Britain</b></p> <p>P. of <b>Study Breadth History Aims 19</b> 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>Knowledge Year 6</b></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</p>	
--	--	--	--	---	--

<p>Franklin D Roosevelt and then Harry S Truman). Members of the British Commonwealth of Nations also fought for the Allied Powers.</p> <p><b>Skill Year 6</b> Explain interconnections between two or more areas of the world.</p>	<p>(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> <p><b>Skill Year 6</b> Articulate and present a clear, chronological world history narrative within and across historical periods studied.</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><b>Year 6</b> Different types of bias include political, cultural or racial.</p> <p><b>Skill(s)</b></p> <p><b>Year 6</b> Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. View progression</p> <p><b>Year 6</b> Identify different types of bias in historical sources and explain the impact of that bias.</p>	<p>trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>Knowledge Year 6</b></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><b>Specific knowledge Year 6</b></p> <p>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> <p><b>Skill Year 6</b> Describe the causes and consequences of a significant event in history</p>	<p>causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p><b>Specific knowledge Year 6</b></p> <p>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> <p><b>Skill Year 6</b> Describe the causes and consequences of a significant event in history.</p>	
---	--	---	---	--	--