



Statements in black: Guidance of skills and knowledge to cover within each unit of work. Disciplinary - Understanding about how knowledge is established, verified and revised)

Statements in red: Taken directly from the National Curriculum. (Substantive - The content that is taught as fact)

KS1 needs to be on an A and B curriculum, due to mixed classes.

A curriculum - 2021 - 2022.

B curriculum - 2022 - 2023.

Our Vision:

At St Paul's, we seek to provide pupils with the essential knowledge they need to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential, growing into the person God wants them to be and flourishing in His love.

Our curriculum is rooted in a rich knowledge and understanding of our history and heritage, our culture and community and our local challenges and opportunities. Our intent is to make a real difference to children's lives, raising their own and others' aspirations, securing educational success and deepening their knowledge and love of self and others around them.

We seek to develop our children's awe and wonder, their self confidence and their ability to be an 'agent of change'. We want our children to know their world, to keep themselves safe and healthy, to live economically, to 'set the world on fire'.



The intent of our History Curriculum at St Paul's

Our high-quality History education at St Paul's aims to inspire pupils' curiosity to know more about the past, developing a knowledge and understanding of Britain's past and that of the wider world. Pupils should develop key skills including asking perceptive questions, thinking critically, weighing up evidence, sifting arguments and developing perspective and judgement.`

The aims for implementation of our curriculum for History at St Paul's

To ensure that all pupils:

- Know and understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have changed the nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspect of history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and use them to make connections, draw contrasts, analyse trends, pose historically-valid questions and create their own structured accounts, including written accounts and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-term and long-term timescales.



Reception Year (EYFS)

During the Early Years Foundation Stage children will develop their historical understanding throughout the year as part of story-based projects. A large emphasis is placed upon developing children's vocabulary through texts and first-hand experiences. This will begin with exploring the concept of the past using recent events from their own lives e.g. when they visited school on transition visits. As the year progresses children will investigate changes, figures and events beyond their own lifetime. They will be able to explore a range of historical artefacts, use a variety of texts and visit a museum to develop their understanding of the past. This will provide opportunities to discuss how familiar things have changed over time e.g. transport, household objects in a range of contexts in relation to both core stories and the children's own interests. The development of these enquiry skills will prepare children for learning about key historical changes, figures and events as they progress onto the National Curriculum in Year 1.

Early Years Foundation Stage Framework (2021)

Educational Programmes: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling

Year Group - Year 1 and Year 2 (Year A)	Autumn term - Events beyond living memory Why do we remember the fifth of November?	Spring Term - Significant historical events, people and places in their own locality Why was the Mayflower significant for Plymouth?	Summer Term - Changes within Living memory - How has transport changed over time?
Overview of the unit	This unit will develop pupils' understanding and awareness of Guy Fawkes and Bonfire night. The pupils will learn why Bonfire Night is celebrated and why people living in England didn't like King James. They will learn who Guy Fawkes is.	This unit will develop pupils' understanding of the Mayflower. They will learn why this was significant for Plymouth. The children will learn why this is important for our local area and the impact that this had on Plymouth. https://www.mayflower400uk.org/education/the-mayflower-story/	This Travel and Transport unit will teach your class about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and the Wright brother
Key knowledge (substantive):	King James was a Protestant. James thought everyone should be a Protestant like him. People were only allowed to go to Protestant churches (lesson 1) Guy Fawkes was a Catholic, and didn't agree with the Protestant faith of the King. Guy became friends with Robert Catesby (lesson 2) The plotters often meet in secret in London. They knew that the King opened Parliament every year and the King would be there on the 5th November 1605. They decide to blow up the houses of parliament when the king was inside (Lesson 3) Bonfire Night is celebrated on the 5th November every year (Lesson 4) On 5 November, people across the UK celebrate Bonfire Night with fireworks, bonfires, sparklers and toffee apples. The reason we do it is because it's the	The Mayflower set sail on 16th September 1620 from Plymouth, UK, to voyage to America. Normally, the Mayflower's cargo was wine and dry goods, but on this trip the ship carried passengers: 102 of them, all hoping to start a new life on the other side of the Atlantic. Nearly 40 of these passengers were Protestant (Lesson 1) The Journey started at Plymouth. The Mayflower set sail on 16th September 1620 from Plymouth from the Mayflower Steps (Lesson 2) Passengers were in search of a new life – some seeking religious freedom, others a fresh start in a different land. They would go on to be known as the Pilgrims and influence the future of the United States of America. (Lesson 3) Over two lessons the pupils will understand the difficulties faced by the travellers on	The first lesson will look at timelines. It is vital that pupils have a strong idea of chronology before moving on in the unit. A timeline is a way of visually sequencing events in chronological order. Typically, a timeline is presented as a visual display, with a line representing the passage of time and events being placed along the line depending on the order of when they happened (Lesson 1). Pupils to make a timeline of their day In the past, people used different modes of transport, for example, sedan chair, sailing ship, horse and carriage. Now we use trains, cars and planes (Lesson 2) Early transport. One of the most earliest types of transport was boats. The vikings

	<p>anniversary of a failed attempt to blow up the Houses of Parliament (Lesson 5)</p>	<p>their journey. The two ships didn't get very far when the Speedwell began to take on water. It may have been because she carried too much sail, straining her timbers, or the direct result of sabotage by a reluctant crew. They changed course for Dartmouth, a port on the south coast of Devon (lesson 4). It took about a week for the port's skilled craftsmen to make good the damage. Unfortunately, the second attempt did not go as hoped either. The Mayflower and the Speedwell were 300 miles clear of Land's End when the smaller ship yet again began leaking badly and could not risk continuing. The two boats turned about for Plymouth (lesson 5)</p> <p>The Mayflower is remembered as a cultural icon in the history of Plymouth and the United States. It is estimated that up to tens of millions of Americans have at least one ancestor who was among the group of early settlers who arrived in the country 400 years ago. 16th September 2020 was the 400 year anniversary (Lesson 6)</p>	<p>travelled using long-boats (Lesson 3)</p> <p>Benz invented the car using a petrol engine, which is the model still used now. Before he built this car, there were vehicles that used steam to move (1885) (lesson 4)</p> <p>George Stephenson was born in 1781 and was an engineer. He built steam locomotives for the railways. Because of this, some people call him the 'Father of the Railways'. In 1814, George made his first railway locomotive. In 1825 a new railway was opened between Stockton and Darlington. (Lesson 5)</p> <p>The hot air balloon was invented by Montgolfier brothers in 1783. Orville and Wilbur Wright were two brothers, born in America. Their interest in flight began when their father bought them a toy 'helicopter'. They made and sold bicycles but then began to experiment with creating their own flying machine! Their first aeroplane, the Wright Flyer, successfully flew in front of 5 people in 1903. (lesson 6)</p> <p>Pupils will compare, contrast transport. What difference has the changes to travel and transport made to people lives? (lesson 7)</p>
<p>Suggested learning objective:</p>	<p>As a historian, I am learning about King James I (History Enquiry)</p> <p>As a historian, I am learning about Guy Fawkes (History Enquiry)</p> <p>As a historian, I am learning about the events of the 5th November (Causes and Consequences)</p> <p>As a historian, I am learning about bonfire night (Causes and Consequences)</p> <p>As a historian, I am learning about the significance of the 5th November (significance)</p>	<p>As a historian, I am learning about the key points in the story of the Mayflower (history enquiry)</p> <p>As a historian, I am learning about the relevance of the Mayflower to my city Plymouth (Significance)</p> <p>As a historian, I am learning why the passengers on the Mayflower sailed to the new world (Interpreting history and history enquiry)</p> <p>As a historian, I am learning to understand</p>	<p>As a historian, I am learning about the importance of a timeline (chronology)</p> <p>As a historian, I am learning to compare modes of transport now and in the past (compare and contrast/ history enquiry)</p> <p>As a historian, I am learning about the transport of boats (chronology and history enquiry)</p> <p>As a historian, I am learning to look at the history of cars (chronology and history enquiry)</p> <p>As a historian, I am learning to look at the</p>

		<p>the difficulties faced by the travellers on their journey (interpreting history and significance) As a historian, I am learning to understand the difficulties faced by the travellers on their journey (interpreting history and significance) As a historian, I am learning why we remember the Mayflower (Significance)</p>	<p>history of trains (history enquiry and chronology) As a history, I am learning to look at the history of the aeroplane (history enquiry and chronology) As a historian, I am learning to compare and contrast transport over time (Similarities and Differences)</p>
<p>Key knowledge (disciplinary):</p>	<p>Historical Enquiry</p> <ul style="list-style-type: none"> - Ask and begin to answer questions about events e.g When? What happened on the fifth of November? What was it like in 1605? Why did Guy Fawkes want to blow up parliament? Who was involved? Who were Guy Fawkes and King James I? <p>Causes and Consequences</p> <ul style="list-style-type: none"> - Recognise why people did things e.g Why did Guy Fawkes try to blow up Parliament? - Recognise why some events happened e.g Why did Guy Fawkes try to blow up Parliament? - Recognise what happened as a result of people's actions and events. What happened to Guy Fawkes and his supporters after 5th November 1605? <p>Significance Recognise and make simple observations about who was important in an historical event e.g talk about who was important and why.</p>	<p>Historical Enquiry Ask and begin to answer questions e.g When? What was it like in Plymouth ? Why...? Who...?</p> <p>Interpreting History Identify different ways that the past is represented e.g fictional accounts, illustrations, films, songs, museum displays</p> <p>Similarities and Differences Identify similarities and differences between ways of life in different periods, including in their own lives e.g. How was life in Plymouth in similar/ different to my life? Significance Recognise and make simple observations about who was important in an historical event e.g talk about important places and who was important and why.</p>	<p>Chronology: Sequence events or objects in chronological order</p> <p>Historical Enquiry use a source – why, what, who, how, where to ask questions and find answers [observe, describe, compare and contrast, reason] to ask and answer questions related to different sources and objects</p> <p>Similarities and Differences Identify similarities and differences between ways of life in different periods Identify similarities and differences between ways of life in different periods, including in their own lives</p>

<p>National Curriculum:</p>	<p>Year 1 and Year 2 Pupils should develop an awareness of the past. They should use common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past. Pupils should be taught about: Events beyond living memory that are significant nationally or globally.</p>	<p>Year 1 and Year 2 Pupils should develop an awareness of the past. They should identify similarities and differences between ways of life in different periods.They should use common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.They should ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which the past is represented. Pupils should be taught about: Significant historical events, people and places in their own locality.</p>	<p>National Curriculum coverage: Year 1 and Year 2 Pupils should develop an awareness of the past. They should use common words and phrases relating to the passing of time. They should identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, using other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past. Pupils should be taught about: Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life.</p>
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Year Group - Year 1 and 2 (Year B)	Autumn term - significant historical events, people and places Who were the greatest british queen?	Spring Term : Significant Individual Who was Florence Nightingale?	Summer Term - : Events beyond living memory What happened during the Great Fire of London?
Overview of the unit	This unit will take pupils on a royal journey and explore the lives of queens in the past and present. The queens have been chosen to build progression and are in-line with further units in the history long term plan.	The pupils will meet Florence Nightingale, one of Britain's most famous historical figures. The pupils will find out about her remarkable life as they journey through the lessons about her youth, her famous voyage to Scutari, and the work she did there, as well as the work she did in her later years to improve nursing and hospital care.	The pupils will learn about the key events of the Great Fire of london. The pupils will develop an understanding of the ways in which we can find out about the past through primary sources. The pupils will be able to do this through an introduction to Samuel Pepys infamous diary. The pupils will increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.
Key knowledge (substantive):	A monarch is a king or queen, an emperor or a sultan. They are usually part of a royal family and rule as monarch until their death, or if they decide to abdicate (Lesson 1) Queen Elizabeth I is significant because she was the queen from 1558 to 1603. Her name was tilted as the time period, the Elizabeth Age. She was daughter of King Henry VIII. Elizabeth did not marry, she was the only ruler at the time (Lesson 2) Queen Victoria's reign lasted for over 60 years. She also saw the start of the 20th Century. Queen Victoria is significant because she is one of the most famous queens in history. She was the Queen of Britain, as well as a vast empire (lesson 3) Prince Albert became King George VI and the young Princess Elizabeth became heir presumptive to the throne. The Queen married Prince Philip, Duke of Edinburgh in 1947. The Queen heard of the death of her father whilst she was on tour in Kenya. Her	Florence Nightingale was born in 1820 into a wealth family. she was named after the city she was born in (in Italy) Her family moved back to Britain in 1821. she grow up and led a very privileged life - having servants to attend to her needs (Lesson 1) In 1844 she told her parents she was going to be a nurse. Her parents disagreed because nurses were rarely trained and the profession was not respected. Before Florence Nightingale, hospitals were overcrowded and there were not enough beds. Hospitals were dirty and had rats and there weren't enough doctors to help the patients. (Lesson 2) To stop disease, she cleaned the hospitals and gave patients healthy food. She even looked after them at night, using a lamp to see in the dark (Lesson 3) Florence established nursing as a respectable profession for women. In 1860 the Nightingale School for Nurses	Using photos and artefacts explore how London has changed from the 17th century to now. How have houses changed? How has transported changed? Are there different buildings (Lesson 1) The Fire of London started on 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane in the middle of the night. The fire lasted for 5 days (lesson 2) Sunday 2nd September 1666 - The fires starts at 1.00am in Thomas Farynor's bakery on Pudding Lane. Mid-morning Samuel Pepys starts to write about the fire in his diary. Monday 3rd September 1666 - The fire gets very close to The Tower of London. Tuesday 4th September 1666 - St Paul's Cathedral is destroyed by the fire. Wednesday 5th September 1666 - The wind dies down and the fire spreads more slowly. Thursday 6th September 1666 - The fire is finally put out. Thousands of people are left homeless (lesson 3)

	<p>coronation was held at Westminster Abbey on the 2 June 1953. She has four children – Charles, Prince of Wales; Anne, Princess Royal; Andrew, Duke of York and Edward, Earl. Queen Elizabeth II is significant because she has many roles. She is:</p> <ul style="list-style-type: none"> • Head of the Church of England. • Head of the Armed Forces. • Head of State. • Head of the Commonwealth. • She often opens or closes the Commonwealth games. (Lesson 4 and 5). 	<p>opened in London. This was the first school set up to train nurses to work in hospitals. (Lesson 4) Florence Nightingale changed the way hospitals worked. This was a significant change and this is why we remember her today. In 1907, Florence Nightingale was awarded the Order of the Merit. She was the first woman to receive this honour (lesson 5)</p>	<p>Houses in London were mainly built from wood which is flammable, especially when it is very dry. The houses were also very close together, so fire could easily spread (lesson 4) Mid-morning Samuel Pepys starts to write about the fire in his diary. He writes about each day of the fire (use pictures of the diary to explore this) (lesson 5) Although the Great Fire was a catastrophe, it did cleanse the city. The overcrowded and disease ridden streets were destroyed and a new London emerged. The Great Fire of London resulted in the re-building of much of London's architecture, using stone as opposed to wood. The Great Fire of London also resulted in the rebuilding of St Paul's cathedral by Sir Christopher Wren. (lesson 6)</p>
<p>Learning Objectives:</p>	<p>As a historian, I am learning what a Monarch is (history enquiry) As a historian, I am learning about Elizabeth I (history enquiry and chronology) As a historian, I am learning about Queen Victoria was (Significance and Chronology) As a historian, I am learning about the life of Queen Elizabeth II (Significance and Chronology) (Takes two lessons). As a historian I am learning to compare the three significant queens.</p>	<p>As a Historian, I am learning to find out who Florence Nightingale was and when she lived (History Enquiry) As a historian, I am learning why Florence Nightingale went to Scutari and what hospital conditions were like (History Enquiry) As a historian, I am learning how Florence Nightingale improved the conditions at the Scutari hospital (interpreting history and history enquiry) As a historian, I am learning about Florence Nightingale's later life (significance) As a historian, I am learning why Florence Nightingale was significant (significance)</p>	<p>As a historian, I am learning to compare past and present day London (History enquiry and cause and consequence) As a historian, I am learning to understand where and when the Great Fire of London started (History Enquiry) As a historian, I am learning to understand the events of the Great Fire of London (History Enquiry) : As a historian, I am learning why the fire spread so quickly and stayed alight for so long (Cause and consequence) As a historian, I am learning to find out about Samuel Pepys and his diary (interpreting history) As a historian, I am learning about the</p>

			significance about the Great Fire of London and recapping my learning (significance)
Key knowledge (disciplinary):	<p><u>History Enquiry:</u> to ask and answer questions related to different sources and objects use a source – why, what, who, how, where to ask questions and find answers [observe, describe, compare and contrast, reason] to ask and answer questions related to different sources and objects</p> <p>Chronology: Sequence events or objects in chronological order</p> <p><u>Significance</u> Recognise and make simple observations about who was important in an historical event e.g talk about who was important and why.</p>	<p><u>Historical Enquiry</u> Ask and answer questions e.g Who was Florence Nightingale? What did she do? How did she make things change?</p> <p><u>Interpreting History</u> Identify different ways that the past is represented e.g fictional accounts, illustrations, films, songs, museum displays</p> <p><u>Continuity and Change</u> Discuss change and continuity in an aspect of life e.g How have hospitals changed as a result of Florence Nightingale’s influence?</p> <p><u>Significance</u> Recognise and make simple observations about who was important in an historical event e.g talk about who was important and why.</p>	<p><u>Historical Enquiry</u> Ask and answer questions about events e.g When did the Great Fire of London happen? What was London like? Why did the Great Fire of London start? Who was involved? Who were Thomas Farrinor and Samuel Pepys?</p> <p><u>Interpreting History</u> Identify different ways that the past is represented e.g fictional accounts, illustrations, films, songs, museum displays</p> <p><u>Causes and Consequences</u> Recognise why people did things e.g Why did King Charles pull houses down? Recognise why some events happened e.g Why did the fire spread so quickly? Recognise what happened as a result of people’s actions and events. How has London changed? How has the way we build houses changed?</p> <p><u>Significance</u> Recognise and make simple observations about who was important in an historical event e.g talk about who was important and why.</p>
National Curriculum:	Year 1 and 2 Pupils should develop an awareness of the past. They should use common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. They should use a wide vocabulary of everyday historical terms. They should ask and answer	Year 1 and 2 Pupils should develop an awareness of the past. They should use common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. They should use a wide vocabulary of everyday historical terms. They should ask and answer	Year 1 and Year 2 Pupils should develop an awareness of the past. They should use common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a

	<p>questions, using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past. Pupils should be taught 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>questions, using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past. Pupils should be taught 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>wide vocabulary of everyday historical terms. They should ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
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Year Group - Year 3	<p>Autumn term: Changes in Britain from Stone Age to Iron Age What changes occurred between the Stone Age and the Iron Age?</p>	<p>Spring Term : Britain's settlement by Anglo-Saxons Who were the Anglo-Saxons?</p>	<p>Summer Term: The achievements of the earliest civilisations - Ancient Egypt What was life like in Ancient Egypt?</p>
Overview of the unit	<p>Pupils will learn about how the Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in harsh environments and why Skara Brae was important for understanding life in the stone Age. Pupils will understand why mining was crucial to the Bronze Age and why Stonehenge was built.</p>	<p>Pupils will learn about what happened in Britain after the Romans left in the 5th Century. The pupils will learn about the invasion of the Scots and Anglo-Saxons in the 5th century. Pupils will explore where the Anglo-Saxons came from and how they came to settle. Pupils will explore the daily life of an Anglo-Saxon as well as the importance of their God's. Pupils will develop the importance of the Sutton Hoo.</p>	<p>Pupils will understand and become familiar with ancient Egyptian civilisation. They will learn about mummification to the River Nile, the daily life of ancient Egyptians, who Tutankhamun was. Pupils will develop an understanding of hieroglyphs.</p>
Key knowledge (substantive):	<p>The stone-age period is said to have started around 3 million year ago when humans started to live in Europe. The stone-age was followed by the bronze-age period. This is when humans started to use metal. The bronze-age was followed by the iron-age. (Lesson 1) The majority of people spent their time gathering food and protecting themselves from wild animals. Our human ancestors largely lived in caves, but there is also</p>	<p>For this lesson - use the AS artefacts. The site of two Anglo-Saxon cemeteries dating to the 6th and early 7th centuries located in Suffolk, England. One contained an undisturbed ship burial including a wealth of Anglo-Saxon artefacts (lesson 1) When the Roman army left Britain in AD 410 to defend other parts of the Roman Empire, Britain was again invaded by tribes from northern Europe: the Jutes, the Angles and the Saxons (Lesson 2)</p>	<p>Ancient Egypt was an ancient North African civilization. Due to the richness offered by the River Nile, this civilization expanded and developed significantly for their time. Dating from around 3100 BC, Ancient Egypt saw almost 30 centuries of royal dynasties until it fell to Roman rule (Lesson 1) Most people in ancient Egyptian times lived along the River Nile (and still do today). The River Nile was good for water, trade and fishing. The soil around the River Nile was</p>

	<p>evidence that they built huts made of wood and hearths for a fire. Sometimes, they would be braced with animal bones (Lesson 2)</p> <p>Skara Brae The archaeological site found on the Orkney Islands in Scotland. It is a Stone Age village that has been well preserved (lesson 3)</p> <p>Copper is a soft metal, but when it is melted and added to tin, the result (bronze) is a much harder and durable material than copper or stone. It was used for tools, weapons and armour as well as building materials like decorative tiles (Lesson 4)</p> <p>A massive stone circle is built on the site of an earthwork and burial ground from the Stone Age in South West England. It was in the process of being built and adapted for over 1000 years and some of the original stones came all the way from South Wales (Lesson 5)</p> <p>The first hillforts were constructed around 800 BC. These were defended settlements that made use of natural rises in the landscape for defensive advantage. Between 500 and 100 BC, many parts of Britain were dominated by hillforts with settlements providing a home for hundred of years (Lesson 6)</p>	<p>Battles were fought against these invaders but, by about AD 600, Anglo-Saxon kingdoms were established in Britain.</p> <p>The 7 main kingdoms were: Northumbria, Wessex, Anglia, Mercia and Kent, each with their own King (Lesson 3)</p> <p>Anglo-Saxons were great craft workers. They made intricate jewellery, musical instruments and homemade toys and games. The Anglo Saxons were also skilled metal workers. They made weapons and armour as well as beautiful jewellery. In the Iron Age weapons and jewellery were made from Iron (Lesson 4)</p> <p>Christianity had come to Britain in Roman times. The religion was adopted as the official religion of the Roman Empire during the third century. Christian worship almost disappeared when the Anglo Saxons invaded Britain for they were pagans who worshipped gods of the Earth, the sky and the afterlife. They despised Christianity and deliberately attacked churches and robbed them of their riches (Lesson 5/Lesson 6)</p>	<p>rich in nutrients and a good place to grow crops (lesson 2)</p> <p>Howard Carter and his team discovered the tomb of Tutankhamun in 1922.</p> <p>Tutankhamun became pharaoh after the death of his father Akhenaten. Akhenaten was a very controversial ruler. He outlawed all of the gods except for one called Aten. The people were very unhappy with this change and, after Akhenaten's death, destroyed many of his statues and monument (Lesson 4).</p> <p>The mummification process has several steps: (1) Body was cleaned in the river Nile. (2) organs were removed about from the heart. (3) The organs were stored in canopic jars. The canopic jars had four different heads representing the four sons of Horus. (4) Remove the brain. (5) Preservation, wrapping and Amulets. (lesson 5)</p> <p>Ra - God of the Sun. Anubis - God of the Dead. Osiris - God of the Underworld. Horus - God of the Sky. Isis - Goddess of Good Fortune and Protector of the Dead. Nut and Geb - God and Goddess of the Sky and Earth. Amun - God of the Air. Set - God of the Desert and Chaos. (Lesson 6)</p>
<p>Learning Objectives:</p>	<p>As a historian, I am learning to sequence the key events in order (Chronological understanding)</p> <p>As a historian, I am learning to understand what humans needed to survive in the Stone Age (History Enquiry)</p> <p>: As a historian, I am learning to understand</p>	<p>As a historian, I am learning to be an archaeologist to discover my new learning (Exploring Sutton Hoo) (History Enquiry and Interpreting History)</p> <p>As a historian, I am learning why, where and when the Anglo-saxons invaded Britain (Chronological Understanding)</p>	<p>Lesson 1: As a historian, I am learning to investigate who the Ancient Egyptians were (Chronological Understanding and History Enquiry)</p> <p>Lesson 2: As a historian, I am learning about the significance of the River Nile (Significance)</p>

	<p>what was found at Skara Brae and why it is important (significance)</p> <p>As a historian, I can understand the importance of copper mining during the Bronze Age (significance)</p> <p>As a historian, I can use evidence to investigate Stonehenge and understand how evidence can give us different answers (Interpreting history)</p> <p>As a historian, I am learning about the importance of hillforts (significance)</p>	<p>As a historian, I am learning about the seven Anglo-Saxon Kingdoms (History Enquiry and continuity and Change)</p> <p>As a historian, I am learning to use history sources (artifacts) to find out about Anglo-Saxon Life (Interpreting History)</p> <p>As a historian, I am learning to explore the Anglo-Saxon God's (Similarities and Differences)</p> <p>As a historian, I am learning about the influential in converting the Anglo-Saxons to Christianity (Significance)</p>	<p>Lesson 3: As a historian, I am learning about the daily life of Egyptians (Continuity and Change and History Enquiry)</p> <p>Lesson 4: As a historian, I am learning about Tutankhamen (Significance)</p> <p>Lesson 5: As a historian, I am learning about the ritual of mummification (Significance)</p> <p>Lesson 6: As a historian, I am learning to understand the Egyptian God's (Continuity and Change)</p>
Key knowledge (disciplinary):	<p><u>Chronological understanding:</u> Pupils will be able to place the time studied on a time-line.</p> <p><u>History Enquiry:</u> Pupils will be able to ask and answer questions to develop their knowledge.</p> <p><u>Significance</u></p> <ul style="list-style-type: none"> - Identify and begin to describe historically significant people and events in situations. - understand why people may have had to do something <p><u>Interpreting History</u></p> <ul style="list-style-type: none"> - Be aware that different versions of the past may exist and begin to suggest reasons for this <ul style="list-style-type: none"> - Pupils will use key evidence to support judgements and reasoning about aspects of the past 	<p><u>History Enquiry:</u> observe small details –artefacts, pictures</p> <p><u>Chronological understanding:</u> Pupils will be able to place the time studied on a time-line.</p> <p><u>Interpreting History</u> Pupils will use key evidence to support judgements and reasoning about aspects of the past</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p> <p><u>Continuity and Change</u> Describe and begin to make links between different periods and societies.</p> <p><u>Similarities and Differences</u> Describe some of the similarities and differences between different periods for example, beliefs</p> <p><u>Significance</u> Identify and begin to describe historically significant events, e.g a change in belief..</p>	<p><u>Chronological understanding:</u> Pupils will be able to place the time studied on a time-line.</p> <p><u>History Enquiry:</u></p> <ul style="list-style-type: none"> - Pupils will be able to ask and answer questions to develop their knowledge. - Find out about everyday lives of people in time studied <p><u>Significance</u> Understand why people may have had to do something</p> <p>Identify and begin to describe historically significant people. .</p> <p><u>Continuity and Change</u> Describe and begin to make links between main events, situations and changes within different periods and societies.</p>
National Curriculum:	<p>Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history. They should note connections and contrasts</p>	<p>Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history. They should note connections and contrasts</p>	<p>Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British and world history. They should note connections and</p>

	<p>over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age. This may include: Late Neolithic hunter-gatherers and early farmers. Bronze Age religion, technology and Travel Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: Britain's settlement by the Anglo-Saxons. This may include: Anglo-Saxon invasion, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture</p>	<p>contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and an in depth study of: Ancient Egypt</p>
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Year Group - Year 4	<p>Autumn term: A study of an aspect on British History that extends pupils' chronological knowledge beyond 1066 - Changes in Tudor England</p> <p>Why did Henry VIII marry six times?</p>	<p>Spring Term: A local history study</p> <p>How Has Plymouth changed between 1620 and 2020?</p>	<p>Summer Topic: The Roman Empire and its impact on Britain</p> <p>What impact did the Romans have on Britain?</p>
Overview of the unit	<p>This unit will introduce and explore one of the most famous monarchs in British history along with his equally famous six wives. The pupils will learn the story of Henry VIII and his wives, right from the battle of Bosworth where his father sized the crown all through Henry VIII's long reign and his six marriages.</p>	<p>This unit the pupils will look at the history of their local area. They will look at Plymouth Between 1620 and 2020. Pupils will investigate and explore five key events during this time. They will be: Pilgrims leave Plymouth- The Mayflower (1620) Isambard Kingdom Brunel building of the Royal Albert bridge. (1854) Nancy Astor - stood up for women's rights (1919) Plymouth Blitz (1940) (2 lessons, first lesson context of the war) Plymouth's first Museum built in 1910 and then the new Box museum being built (2020).</p>	<p>This unit pupils will learn about the impact the Roman Empire had on life in Britain. They will learn about the spread of the Roman Empire, the invasion of Britain and the eventual conquest. Pupils will learn about 'Romanisation' of Britain, such as the building of Roman roads and Bathhouses. In addition to this, they will learn about Boudicca.</p>

Key knowledge (substantive):

The Tudor period began on 22nd August 1485 and lasted until 24 March 1603. This means the Tudor period lasted for over 117 years. The Tudors were a royal family who came to power in England in 1485. Two of Britain's most famous monarchs (King Henry VIII and Queen Elizabeth I) were both members of the Tudor royal family. The Battle of Bosworth on 22nd August 1485, Henry Tudor defeated Richard III (may take two lessons) (Lesson 1)

Henry VIII was king for 38 years and, whilst there were lots of political and military events and achievements during his reign, he is most remembered for his charismatic personality and for having six wives. Who were his six wives?

Catherine of Aragon (divorced)
Anne Boleyn (beheaded)
Jane Seymour (died)
Anne of Cleves (divorced)
Catherine Howard (beheaded)
Catherine Parr (survived) (Lesson 2)

Henry became King in 1509. This was also the year he married his first wife – Catherine of Aragon. She had been married to Henry's brother (Arthur), but he died in a terrible accident. Henry VIII blamed Catherine for not giving him a son (lesson 4)

Anne was very spirited and opinionated and often clashed with Henry when he felt she spoke out of turn. 1533, Anne gave birth to a daughter, Elizabeth, who would go on to become one of England's most famous queens, Elizabeth I. Jane was said to be gentle-natured, peaceful and loving. She very rarely spoke to Henry about political matters and when she did, he warned her not to 'meddle in his affairs'. (Lesson 5)

Mayflower Lesson:

Pupils to recall their knowledge from Year Two about the Mayflower.

- On 16 September 1620, the Mayflower sailed from Plymouth UK with just 102 passengers and crew on board with what William Bradford, an English Separatist who became the American Plymouth Colony Governor, called "a prosperous wind."
- The Mayflower was a three-masted ship, most likely between 90 and 110 feet long that transported mostly English Puritans and Separatists, collectively known today as the Pilgrims, from a site near the Mayflower Steps in Plymouth, England, to America in 1620.

Isambard Kingdom Brunel building of the Royal Albert bridge Lesson:

- He lived around 200 years ago, during the Victorian Age.
- He was a famous engineer whose designs changed the lives of many people.
- The Royal Albert Bridge (1859) stands as a testament to the engineering genius of Isambard Kingdom Brunel.
- His challenge was to build a bridge to span the River Tamar which at this point is some 1100 ft wide
- The first test train, a South Devon Locomotive, crossed the bridge on 11th April 1859. His Royal Highness Prince Albert officially opened the bridge on 2nd May 1859

Roman Britain was from 43AD to 410 AC. The Romans were a people founded in mainland Europe within the area now known as Italy.

753 BCE  The building of Rome begins.	510 BCE  Rome becomes a Republic and officials are elected.	202 BCE  Rome conquers territories outside Italy.	130 BCE  Rome conquers Greece and Spain.
55 BCE  Julius Caesar first invades Britain but is forced to return home.	CE1  Jesus is born.	CE 43  The Roman army lands in England.	CE 61  Boudicca rebels against the Romans.
CE 122  The building of Hadrian's Wall begins.	CE 200  Rome is attacked by Barbarians.	CE 235-285  20 Roman Emperors are assassinated.	CE 410  Roman rule in Britain ends.
CE 455  The Roman Empire collapses.			

(lesson 1)

The Romans invaded Britain in 43AD and ruled for around 400 years. In AD43, the full might of the Roman army landed on the beaches in Kent. Over the next year it battled inland, storming through hillforts and chopping down anyone who stood in their way. (Lesson 2)

This training combined with having the most advanced equipment at the time made the Roman army really powerful. The Roman army had many weapons and tactics that other armies hadn't even heard of before! They would use huge catapults which were able to fling rocks over distances of several

		<ul style="list-style-type: none"> - Brunel did not attend the opening due to ill health. He finally crossed his bridge on an open waggon two days later. He died on 5th September 1859. <p><u>Nancy Astor - stood up for women's rights (1919 Lesson:</u></p> <ul style="list-style-type: none"> - First female MP to take a seat as a member of parliament (Sutton Harbour, Plymouth) - 1919 - 1945 - Nancy argued for the rights of women and successfully saw the female voting age lowered from 30 to 21 in 1928 - She promoted equal pay, equal work opportunities <p><u>Plymouth Blitz Lesson:</u></p> <ul style="list-style-type: none"> - In the Second World War Plymouth was one of the most badly bombed cities in England. The 'Blitz' caused widespread damage; flattening large parts of the city centre, central Devonport and areas of Stonehouse. - By 1943-4, before the War had ended, there was a revolutionary plan in place to create a new modern City. - bombs fell on the city on 6 July 1940, with the heaviest period of bombing occurring in March and April 1941. <p>Between 6 July 1940 and 30 April 1944:</p> <ul style="list-style-type: none"> - - There were 59 separate raids - The air raid sirens sounded 602 times - Two main shopping centres, two guildhalls, a theatre, six hotels and eight cinemas were destroyed 	<p>hundred metres (Lesson 3)</p> <p>Boudicca was a Celtic queen who is famous for rising up against the Roman occupation in AD60 or 61. She was the joint ruler of the British Iceni tribe, who lived in a region of Britain now known as East Anglia, with her husband, Prasutagus. Her name comes from the word 'Bouda'. This means victory. There are no pictures of Boudicca, so we don't know what she looked like. Tacitus said she had long red hair that hung below her waist. Boudicca's soldiers painted themselves blue to make themselves look more frightening (lesson 4 and lesson 5)</p> <p>Most of Roman Britain was a wild place, with forests and mountains where few people lived. People mainly lived in small villages of wooden houses with thatched roofs, much as they had before the Romans arrived. However, some wealthy Romans lived in villas and palaces. Men were in charge of the family in Roman Britain. Mothers were thought to be less important than fathers (Lesson 6)</p> <p>The Romans did lots for us, from the roads we still use today to the language we speak, their influence on Britain can be seen in lots of places. Roman Sewage - The Romans kept towns and forts clean by using fresh water and drainage. Roman Roads</p> <p>The Romans constructed wide, straight roads to help transport goods around their empire. Their empire was large and they needed reliable routes around it. They built small local roads and long, broad highways spanning thousands of miles. About 2,000 miles of these roads were in Britain. Are Some examples of how the Romans influenced our lives today (Lesson 7)</p>
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		<ul style="list-style-type: none"> - 26 schools bombed - 41 churches struck - 1,900 public houses destroyed by bombs or fire - 3,754 homes were destroyed - 18,389 homes were in need of major repairs - 4,448 civilians were injured - 1,174 civilians were killed 	
Learning Objectives:	<p>Lesson 1: As a historian, I am learning to locate the Tudors on a timeline (Chronology and History Enquiry)</p> <p>Lesson 2: As a historian, I am learning to understand who Henry VIII was (Significance)</p> <p>Lesson 3: As a historian, I am learning about the roles and responsibilities of a Tudor monarch (Continuity and Change and History Enquiry)</p> <p>Lesson 4: As a historian, I am investigating Henry VIII marriage to Catherine of Aragon and the reasons for their divorce (Interpreting history)</p> <p>Lesson 5: As a historian, I am comparing Henry VIII's marriages to Anne Boleyn and Jane Seymour (History Enquiry and Interpreting history)</p> <p>Lesson 6: As a historian, I am learning the reasons for Henry VIII's marriage to Anne of Cleves (Causes and Consequences)</p> <p>Lesson 7: As a historian, I am comparing Henry VIII's marriage to Catherine Howard and Catherine Par (History Enquiry and Interpreting History)</p>	<p>Lesson 1: As a historian, I am learning to locate the key dates on a timeline (Chronology)</p> <p>Lesson 2: As a historian, I am learning about the Pilgrims leaving Plymouth - The Mayflower (1620) (Significance)</p> <p>Lesson 3: As a historian, I am learning about Isambard Kingdom Brunel building the Royal Albert Bridge (History enquiry and Significance)</p> <p>Lesson 4: As a historian, I am learning about Nancy Astor (Cause and Consequence)</p> <p>Lesson 5: As a historian, I am learning about World War 2 (Causes and Consequences)</p> <p>Lesson 6: As a historian, I am learning about the consequences of the Blitz in Plymouth (Continuity and Change and Causes and Consequences)</p> <p>Lesson 7: As a historian, I am learning about Plymouth's Museum built in 1910 and the new museum being built in 2020. (Similarities and differences)</p>	<p>Lesson 1: As a historian, I am learning to locate the Romans on a timeline (Chronology)</p> <p>Lesson 2: As a historian, I am investigating where the Romans invaded (History enquiry)</p> <p>Lesson 3: As a historian, I am learning why and how the Romans successfully invaded Britain (Causes and Consequences)</p> <p>Lesson 4: As a historian, I am learning to explore who Boudica was from different points of view (Interpreting History)</p> <p>Lesson 5: As a historian, I am learning about Boudica's revolt (significance)</p> <p>Lesson 6: As a historian, I am investigating life in Roman Britain (History Enquiry)</p> <p>Lesson 7: As a historian, I am learning how the Romans have influenced our lives today (Similarities and Differences and Significance)</p>
Key knowledge (disciplinary):	<p><u>Chronology:</u> Place events from period studied on a time line.</p> <p><u>History enquiry:</u></p>	<p><u>Chronology:</u> Place events from period studied on a time line.</p> <p><u>Significance</u></p>	<p><u>Chronology:</u> Place events from the period studied on a timeline.</p> <p><u>History enquiry:</u></p>

	<ul style="list-style-type: none"> - Use evidence to build up a picture of a past event. - Ask a variety of questions - Offer a reasonable explanation for some events <p><u>Significance:</u> Identify and begin to describe historically significant people and events</p> <p><u>Continuity and Change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p><u>Interpreting history:</u> Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p><u>Causes and Consequences</u> Identify and give reasons for historical events, situations and changes</p>	<p>Give reasons why some events, are seen as more significant than others.</p> <p><u>History enquiry:</u> Use evidence to build up a picture of a past event</p> <p><u>Causes and Consequences</u></p> <ul style="list-style-type: none"> - Begin to offer explanations about why people in the past acted the way they did. - Identify and give reasons for historical events, situations and changes <p><u>Continuity and Change</u> To use a greater depth of historical knowledge to describe events during different periods.</p> <p><u>Similarities and Differences</u> Show understanding of some of the similarities and differ</p>	<p>Use evidence to build up a picture of a past event. Ask a variety of questions</p> <p><u>Causes and Consequences</u> Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes</p> <p><u>Interpreting history:</u> Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p><u>significance</u> Identify and begin to describe historically significant people and events in situations.</p> <p><u>Similarities and Differences</u> Describe some of the similarities and differences between different periods</p>
<p>National Curriculum:</p>	<p>National Curriculum coverage: Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: A local history study.</p>	<p>Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: The Roman Empire and its impact on Britain This may include:</p> <ul style="list-style-type: none"> ● Julius Caesar’s attempted invasion in 55-54BC.

		A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	<ul style="list-style-type: none"> • The Roman Empire by AD42 and the power of its army. • Successful invasion by Claudius and conquest, including Hadrian's Wall. • British resistance eg. Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.
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Year Group - year 5	Autumn term: study of an aspect on British History that extends pupils' chronological knowledge beyond 1066 - (Victorians case study) What was life like for children in Victorian Britain?	Spring Term : The Viking struggle for the Kingdom of England Where were the Viking raids and invasions?	Summer Topic: Ancient Greece - a study of Greek life and achievements and their influence on the western world. What achievements did Ancient Greece achieve?
Overview of the unit	Pupils will discover what life would have been like for them if they had been born in the 19th century. pupils will develop their knowledge about Queen Victoria from KS1. Pupils will learn how schools have changed and developed overtime.	Pupils will explore the Viking and Anglo-saxon struggle for the kingdom of England. They will explore where the AS and Vikings came from, how they fought for territory and how their fighting led to the kingdom of England today.	Pupils will gain an understanding of where and when some key events during the Ancient Greek period take place. They will explore what is meant by the terms civilisation and empire. Pupils will explore daily life in Ancient Greece. They will explore the differences between life in Ancient Athens and Ancient Sparta.
Key knowledge (substantive):	.Queen Victoria came to the throne in 1837 when she was just 18 years old. She died in 1901, having reigned for 64	In AD 43, the Romans successfully invaded parts of Britain. They built towns, cities and roads. They also introduced Christianity to	Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been

years. The Victorian era was between 1901-1945 (lesson 1)

Children from poor families in Victorian times had to work from a very young age. They did not go to school but worked in jobs that were often dangerous and difficult (lesson 2)

Thomas Barnardo was born in 1845 in Dublin. When he came to London in 1866 and saw children sleeping and begging in the streets, he wanted to do something to help them. He set up a Ragged school where poor children could get a basic education and he opened a home for boys. The work with children he started continues today with the charity Barnardo's. (Lesson 3)

The focus in Victorian schools was on the 3 Rs: Reading, Writing and Arithmetic. Children did lots of grammar exercises and had to learn long sections of stories and poems by heart. In arithmetic, children learnt to recite facts like their times tables. They also did lessons in geography, history and singing. The girls would also learn how to sew and the boys would do woodwork classes (lesson 4)

Lesson 5 - see appendix fact file for ideas.

Britain. However, the Empire collapsed and in AD 407 the last Roman soldiers left Britain. After the Romans left, Britain was invaded by Saxons. By the year AD 600, there were seven separate kingdoms in England, each ruled by an independent king (lesson 1)

The Vikings came from Norway, Sweden and Denmark, a group of countries called the Norse countries, now known as Scandinavia. The Vikings were feared across Europe and in 793 it was England's turn to be afraid. The Vikings embarked on a raid to the English coast in search of riches. What they found on this first raid was a monastery called Lindisfarne on Holy Island (lesson 2)

AD 793  The Vikings attack the island of Lindisfarne.	AD 866  The Vikings capture the city of York.	AD 871  Alfred the Great becomes the King of Wessex.	AD 878  They settle permanently in England.
AD 886  King Alfred agrees to a treaty with the Vikings.	AD 900  The Vikings rule the North of Scotland.	AD 954  The last Viking king of Jorvik is forced out of York.	AD 1013  King Sven of Denmark and his son Cnut sail up the river Humber and Trent to claim the throne.
AD 1042  Edward the Confessor is invited to return from Normandy to become the King of England.	AD 1066  King Harold is defeated in the Battle of Hastings.		

(Lesson

3)

Alfred the Great fought the Vikings and then made peace so that English and Vikings

influenced by the ideas of the ancient Greek civilization. About 2,500 years ago, Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. The Greeks called themselves Hellenes and their land was Hellas. The name 'Greeks' was given to the people of Greece later by the Romans (lesson 1)

There were three main types of government of ancient Greece: : monarchy, oligarchy and democracy.

Democracy - rule by the citizens of a city.

Monarchy - rule by an individual who had inherited power.

Oligarchy - rule by a select group of powerful or wealthy individuals (lesson 2)

ATHENS	SPARTA
Athens was ruled by a democracy . A council of 500 citizens was randomly picked each year. They made new laws which were then voted on by the 'assembly' - which comprised of the remaining Athenian citizens.	Sparta was ruled by an oligarchy . Two kings ruled the city-state, but a council of elders limited their powers. The elders were men from the highest social class in Ancient Greece.
Athens was the largest city-state in ancient Greece. It was also the richest. It was near to the sea and so was able to trade easily using its own fleet of ships.	Sparta was situated inland and didn't have a coast. Sparta did not trade. They took what they needed from their neighbours and forced them to be slaves.
Athens relied on slave labour. Slaves did all the manual labour and hard work. However, some slaves were educated and had jobs like teachers and nurses.	Everyone in Sparta was trained to be fit and obedient. If young children and babies were thought to be weak or sick, they were dropped off a cliff. Sparta was different from other city-states because women were included in the training.
As they had slaves to do all the hard work, citizens (free men) had more time for other things. There was a big emphasis on reading, writing and art, as well as leisure pursuits like festivals, competitions and plays. Boys went to school, while girls were taught at home.	As so much of their time was spent on training to become soldiers, little value was placed on education, art or music. The Spartans left no written records of themselves.

(lesson 3)

Ancient Greek homes were built around a courtyard or garden. The walls were often made from wood and mud bricks. They had small windows with no glass, but wooden shutters to keep out the hot sun. A Greek woman wore a long tunic called a chiton. This was made from a piece of cotton or linen. Over this, she wore a cloak draped from her shoulders, called a himation. This would be a thin material in summer and a thick one in winter.

		<p>settled down to live together. He encouraged people to learn and he tried to govern well and fairly (lesson 4)</p> <p>Some Vikings learnt to read and write using runes. The runic alphabet is a series of symbols to represent a sound, much like our alphabet. They would use runes to label their possessions and so that people like merchants could keep track of their stock and sales. They also used runes to label gravestones. They did not use runes to write stories or religious texts but they carved runes into stone and wood as opposed to writing on parchment like the Anglo-Saxons. For the everyday people living under both Anglo-Saxon and Viking control, life was similar in many respects. Farmers worked the land, growing crops and raising animals for meat, leather, wool and other products. For both Anglo-Saxons and Vikings, the women worked in the home, preparing food, looking after the children and making the clothes. Most children did not go to school and could not read or write. (lesson 5)</p> <p>The bloody battle took place on the 14 October 1066. It was fought between William of Normandy and King Harold – the King of England – and it was the English throne that was at stake. The Normans were victorious, beating the Anglo-Saxons (lesson 6)</p>	<p>Young men wore short tunics, while older men preferred long ones. Enslaved men often wore just a strip of cloth called a loincloth. Children played with small pottery figures, and dolls made of rags, wood, wax or clay - some of these dolls even had moveable arms and legs. (lesson 4)</p> <p>The Greeks believed that gods and goddesses watched over them. These gods were a bit like humans, but they lived forever and were much more powerful. They felt human emotions, like love, anger and jealousy, and they did not always behave themselves. The Greeks thought the gods lived high above Mount Olympus, in a palace in the clouds (lesson 5).</p>
<p>Learning Objectives:</p>	<p>As a historian, I am learning when the Victorian era was (Chronology)</p> <p>As a historian, I am learning about the life for children in the Victorian era (interpreting history)</p> <p>As a historian, I am learning about Dr Barnardo (Significance)</p>	<p>As a historian, I am learning about life before the Vikings (continuity and Change)</p> <p>As a historian, I am learning about where the first Viking invasion was (Cause and Consequences)</p> <p>As a historian, I am learning to create a timeline of the key events in the Viking era</p>	<p>Lesson 1: As a historian, I am learning who the ancient Greeks were and place their civilization in time (Chronology and history enquiry)</p> <p>Lesson 2: As a historian, I am learning about the different types of government in Ancient Greece (history enquiry)</p>

	<p>As a historian, I am comparing schools now to schools in the Victorian era (Similarities and Differences/continuity and change)</p> <p>As a historian, I am learning to find out about daily life for Victorians (continuity and change)</p>	<p>(Chronology and Significance)</p> <p>As a historian, I am learning about Alfred the Great (Significance)</p> <p>As a historian, I am learning about the similarities and differences between Anglo-Saxon and Viking life (Similarities and Differences)</p> <p>As a historian, I am learning about the battle of 1066 (significance)</p>	<p>Lesson 3: As a historian, I am learning about to compare and contrast the two city-states of Athens and Sparta (continuity and change)</p> <p>Lesson 4: As a historian, I am learning to compare daily life in Ancient Greece with life today (Similarities and differences)</p> <p>Lesson 5: As a historian, I am learning about the religion in Ancient Greece (Interpreting history and history enquiry)</p> <p>Lesson 6: As a historian, I am learning how modern day-life has been influenced by the ancient Greek (significance)</p>
<p>Key knowledge (disciplinary):</p>	<p><u>Chronology:</u> Place events from the period studied on a timeline.</p> <p><u>interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p><u>Continuity and Change</u> Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted the way they did.</p> <p><u>Similarities and Differences</u> Show understanding of some of the similarities and differences between different periods e.g social, belief, local, individual</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others.</p>	<p><u>Chronology:</u> Place events from the period studied on a timeline.</p> <p><u>interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p><u>Continuity and Change</u> Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted the way they did.</p> <p><u>Similarities and Differences</u> Show understanding of some of the similarities and differences between different periods e.g social, belief, local, individual</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others.</p>	<p><u>Interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p><u>Chronology:</u> place current study on timeline in relation to other studies</p> <p><u>History Enquiry:</u> begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information</p> <p><u>Continuity and Change</u> Use a greater depth of historical knowledge to describe and begin to make links to different periods and societies.</p> <p><u>Similarities and Differences</u> Show understanding of some of the similarities and differences between different periods e.g social, belief, local, individual</p> <p><u>Significance</u> Give reasons why some developments are seen as more significant than others</p>

<p>National Curriculum:</p>	<p>Upper Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Upper Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England</p>	<p>Upper Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p>
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<p>Year Group - Year 6</p>	<p>Autumn term: A study of an aspect on British History that extends pupils' chronological knowledge beyond 1066 - A significant turning point in British history</p> <p>Who are the heroes in British history?</p>	<p>Spring Term : A non-European society that provides contrast with British history - Mayan civilisation AD900</p> <p>Who were the Maya and what was their life like?</p>	<p>Summer Term: A study of an aspect on British History that extends pupils' chronological knowledge beyond 1066 and A local History study - WWII</p> <p>What impact did World War II have on life in Britain and in particular Plymouth?</p>
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<p>Overview of the unit</p>	<p>Year 6 pupils will explore significant heroes in British history. Year 6 pupils will revisit their learning throughout their time at St Paul's by diving deeper on significant individuals, for example Florence Nightingale. Pupils will explore five individuals who have had an impact on our modern- day world: William Wilberforce, Elizabeth Fry, Florence Nightingale, Emmeline Pankhurst and Winston Churchill. Pupils will be able to put these people onto a timeline and will be encouraged to review different sources of evidence and give their own opinions based on these.</p>	<p>Year 6 pupils will study this unit outside of British history, however, pupils will still put this onto a timeline to ensure chronology understanding. The unit will allow the pupils to explore who ancient Maya people were and where and when they lived. In addition to this, they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. Pupils will develop their knowledge of the Maya number system and have the opportunity to read and write these numbers.</p>	<p>Year 6 pupils will consolidate all of their history skills from St Paul's in this unit. This unit will explore World War II; pupils will learn why it began and find out about the key individuals and countries involved. Pupils will learn about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Pupils will think about the local area (Plymouth) and how World War II impacted Plymouth. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.</p>
<p>Key knowledge (substantive):</p>	<p>William Wilberforce had tried and failed to persuade Parliament to abolish the slave trade for nearly 20 years. Finally in 1807, Parliament passed the bill to abolish the transportation of captives for slavery, but not slavery itself (Lesson 1) The Industrial Revolution began around 1760. It led to many of the biggest changes of the Victorian era. The Industrial Revolution is the name for a time of great change in industry, technology and science. She is most remembered for her work helping people in prison. She visited prisons that were dark, dirty and dangerous. She believed that prisoners should be treated with kindness. She also set up places where homeless people could get food and a place to sleep (lesson 2) Before Florence Nightingale, hospitals were overcrowded and there were not enough</p>	<p>introduce the topic with the artefacts. The Mayan, or Maya, peoples made their home in an area known as Mesoamerica (modern day Mexico and Central America). Mayan culture was well established by 1000 BCE, and it lasted until 1697 CE. All Maya shared a common culture and religion, but each city governed itself and had its own noble ruler (lesson 1) Families lived in great cities like Yax Mutal and Palenque, and also in surrounding farmland. Adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs (Lesson 2) The Mayas believed in many gods, each representing a different aspect of life. Communities made regular offerings to</p>	<p>Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun (Lesson 1) There were key events during WWII. These were: 1 st September 1939 In 1933, Adolf Hitler rose to power as the political leader of Germany. Germany invades Poland. 1939 Onwards Children were evacuated from cities expected to be bombed as enemy planes targeted factories etc. Children were evacuated to the countryside. 10th May 1940 Chamberlain resigned and Winston Churchill was chosen to be his successor as Prime Minister on May 10, 1940.</p>

beds. Hospitals were dirty and had rats and there weren't enough doctors to help the patients. To stop disease, she cleaned the hospitals and gave patients healthy food. She even looked after them at night, using a lamp to see in the dark (lesson 3)

Emmeline noticed that women were treated differently to men and became motivated to help change that. In 1903 she, along with her daughters Sylvia and Christabel, founded the Women's Social and Political Union (WSPU). Emmeline Pankhurst is remembered for her hard work with the WSPU in the fight to help get British women the right to vote (Lesson 4)

Children will explore if Winston Churchill was a hero. Year 6 pupils will be presented with different sources to come to their own conclusion as a historian (lesson 5)

them, in the form of animal (and sometimes human) sacrifices (lesson 3)

The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars. The Maya used a number system with the base number of 20 (we use a base-10 number system). They wrote numbers using a system of bars and dots. A bar represented the number 5. Every 5 numbers they added another bar (lesson 4)

There was a drought, causing crops to fail and food to run out. The Maya were conquered by neighbouring tribes. A great battle killed too many of the population for the civilisation to continue. A natural disaster killed everyone (Lesson 5)

June 1940 Evacuation of Dunkirk Large numbers of troops were surrounded by Germans at the French coastal town of Dunkirk.

6th June 1944 D-Day The Normandy landings were a series of landing operations by the Allies to claim Europe. It was the largest seaborne operation in history.

7th May 1945 Germany surrenders: the allies had forced the surrender of Axis troops in Europe. On 7th May 1945 Germany surrender to the Allies – the end of war in Europe.

6th August 1945 Atomic bomb on Hiroshima Japan refused to surrender, threatening to fight on. The US considered invasion but this would have led to deaths of 500,000. On the 6th of Aug and 9th Aug, the US dropped an atomic bomb on Nagasaki and Hiroshima.

15th August 1945 End of WW2 The surrender of Japan was announced on August 15th 1945. (This will take two lessons!!) (Lesson 2/3)

The purpose of evacuation in WW2 was to ensure the safety of school children, mothers with children under five, pregnant women and some disabled people. They were evacuated to smaller towns and villages, away from the big cities that were considered under threat of a German bombing (lesson 3)

Rationing was introduced in Britain in January 1940. Certain foods such as butter, bacon, and sugar, were restricted - people could only buy a limited amount to ensure there was enough to go around. After the outbreak of war in September 1939, food became scarce. This was because around two-thirds of produce was imported from overseas (lesson 4)

In the Second World War Plymouth was one

			<p>of the most badly bombed cities in England. The 'Blitz' caused widespread damage; flattening large parts of the city centre, central Devonport and areas of Stonehouse. By 1943-4, before the War had ended, there was a revolutionary plan in place to create a new modern City. bombs fell on the city on 6 July 1940, with the heaviest period of bombing occurring in March and April 1941.(Lesson 5)</p>
<p>Learning Objectives:</p>	<p>As a historian, I am learning to use a timeline to identify five British heroes (Chronology) As a historian, I am learning about William Wilberforce (significance) As a historian, I am learning about Elizabeth Fry (continuity and change) As a historian, I am learning about Florence Nightingale (Causes and Consequences) As a historian, I am learning about Emmeline Pankhurst (Significance) As a historian, I am learning about Winston Churchill (interpreting history) As a historian, I am learning to consolidate my learning about the five British heroes.</p>	<p>As a historian, I am learning who and where the Myans were (chronology) As a historian, I am learning about the daily life of the Mayans (similarities and differences) As a historian, I am learning to compare our creation story with the Mayans creation story (Similarities and Difference) As a historian, I am learning about the Mayns number system and writing system (significance) As a historian, I am learning about the decline of the Mayan civilization (Continuity and Change)</p>	<p>As a historian, I am learning why World War II started (Chronology; cause and consequences) As a historian, I am learning about the key events during World War II (Chronology) As a historian, I am learning about evacuation (causes and consequences) As a historian, I am learning about rationing (significance) As a historian, I am learning about the impact of the Blitz on Plymouth (significance and Causes and Consequences)</p>

<p>Key knowledge (disciplinary):</p>	<p><u>Chronology:</u> know and sequence key events of time studied</p> <p><u>Interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p><u>Continuity and Change</u> Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted the way they did.</p> <p><u>Similarities and Differences</u> Show understanding of some of the similarities and differences between different periods e.g social, belief, local, individual</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others.</p>	<p><u>Chronology:</u> know and sequence key events of time studied</p> <p><u>Interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p><u>Continuity and Change</u> Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted the way they did.</p> <p><u>Similarities and Differences</u> Show understanding of some of the similarities and differences between different periods e.g social, belief, local, individual</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others.</p>	<p><u>Chronology:</u> know and sequence key events of time studied</p> <p><u>Interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p><u>Continuity and Change</u> Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted the way they did.</p> <p><u>Similarities and Differences</u> Show understanding of some of the similarities and differences between different periods e.g social, belief, local, individual</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others.</p>
<p>National Curriculum:</p>	<p>Upper Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and</p>	<p>Upper Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about similarity and difference. They should construct informed responses that involve thoughtful selection and</p>	<p>National Curriculum coverage: Pupils should continue to develop a chronologically secure knowledge and understanding of British and world history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p>

	<p>organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: A study of an aspect on British History that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history</p>	<p>organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: A non-European society that provides contrast with British history and a chosen study of: • Mayan civilisation AD900</p>	<p>Pupils should be taught about: A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066. This may include: • A significant turning point in British</p>
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