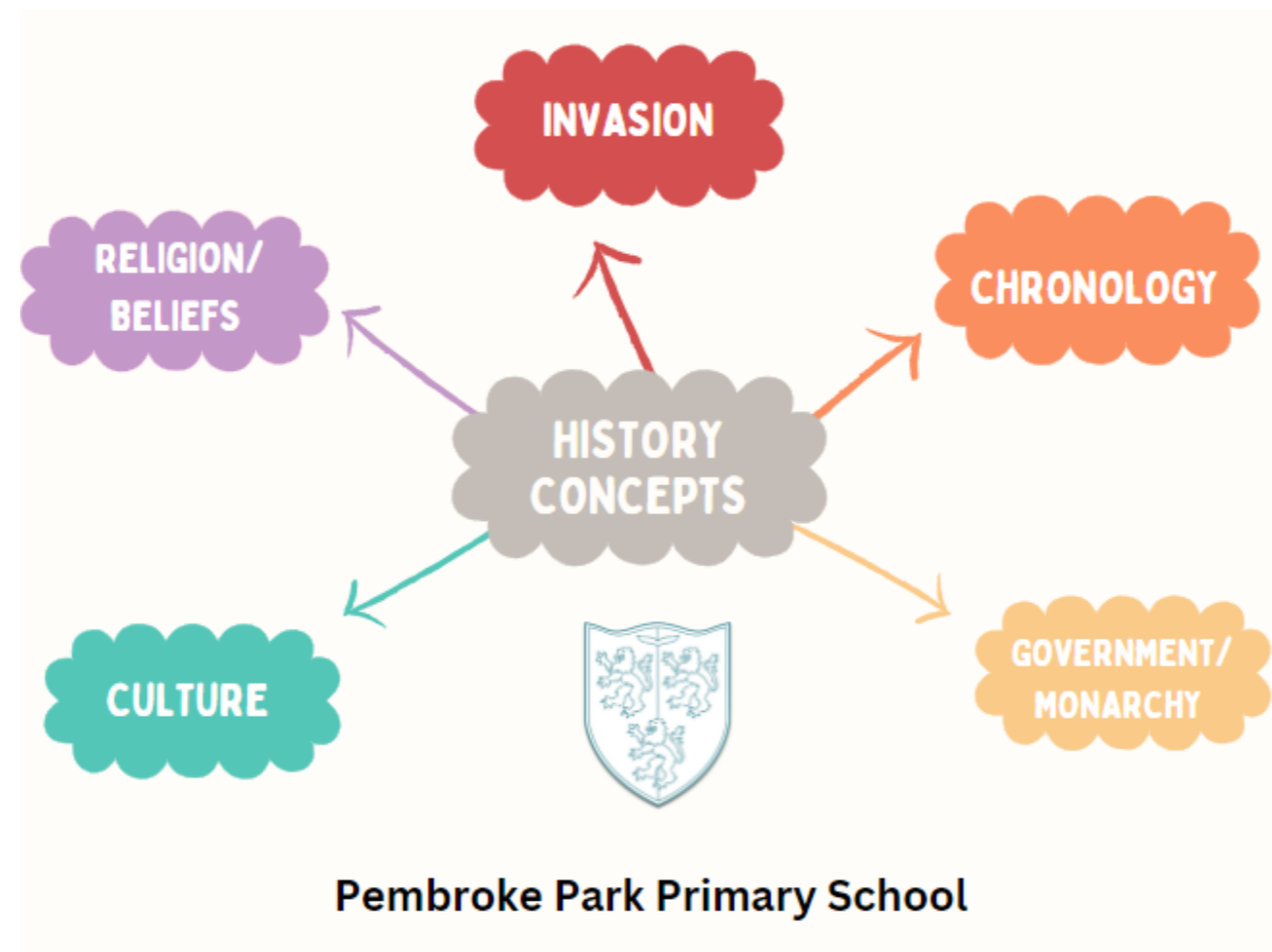


"We are not makers of history. We are made by history." - Martin Luther King Jr.

How is this subject taught and why? History is taught weekly and alternates termly with Geography to allow a broad and balanced coverage of all National Curriculum subjects. We choose to teach weekly rather than “block” as we know from learning theory that regular retrieval and revisiting of prior learning strengthens recall over time. In order to achieve the highest levels of success we provide opportunities for children to build their substantive (knowledge about the past) and disciplinary knowledge (knowledge of how historians investigate the past) throughout their learning from EYFS to Y6. This means we are adopting an enquiry approach to our history teaching. Local history is an important focus in our learning. It is sequenced to ensure children build on prior knowledge for example children in EYFS learn that Old Sarum is a significant place, in Year 1 they learn about castles with a focus on Old Sarum and in Year 3 they learn how Old Sarum connects to the building of Salisbury Cathedral and begin to understand how it has changed through periods of time.

Rationale: As a school we recognise that engaging children in investigating questions about people, places and events in the past helps them better to understand their lives today. Therefore, our approach to teaching history is focused on enquiry questions. In Key Stage 2 we have chosen to begin in Year 3 with those periods of history that are closer in time and as the children progress throughout the school they learn about earlier time periods moving towards the Ancient Civilizations. Throughout the history progression the key concepts that underpin the study of history will be focused on: change, continuity, causation, significance, similarities and differences, perspective, sources, chronology and empathy.

Adaptations made to the plan for 2022/23: In Year 4 children have already learned about Vikings in Year 3 so their focus will be on Romans and Anglo-Saxons in terms 4 and 6. In Year 5 children have already learned about The Stone age but will revisit this learning through their local study on Stonehenge. Therefore, they will cover the Maya unit in term 4 instead of term 2. Year 6 have covered 2 history units in terms 1 and 2 (World War 2) and therefore will complete their history learning with a focus on The Ancient Egyptians.



Long term plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>EYFS overview EYFS 1 (nursery) EYFS 2 (Rec)</p>	<p>(All About Me) Term 1 <u>EYFS1</u> What has happened in my life? Begin to make sense of their own life story <u>EYFS 2</u> What is a memory? Children can talk about members of their immediate family and community. Children can comment on images of familiar situations in the past. Children will know; about their family and where they were born, that as they get older, they can do different things.</p>	<p>A walk in the woods Term 2 <u>EYFS1</u> Begin to make sense of their family history. (Grandparents are their parents' parents) <u>EYFS 2</u> Children will learn about special stories related to Christmas, which happened a very long time ago. Children talk about travelling by donkey. Children will learn that their Grandparents are their parents' parents, that things have changed since their grown-ups were little. Children will learn some facts about people from the past.</p>	<p>People who help us Term 6 <u>EYFS 1</u> Know and talk about our country having a royal family with a King as the head. <u>EYFS 2</u> Children can talk about similarities and differences, patterns and changes in relation to people and the passing of time. Who wears a crown? Children can talk about the Queen we used to have and the King we have now. Children will learn some facts about people from the past.</p>	<p>Once Upon a time Term 4 <u>EYFS 1</u> Explore how things work (looking at old bikes and new bikes) <u>EYFS 2</u> Children will compare old and new transport and talk about the differences they notice. Children will compare toys from their early childhood to those they are interested in now. What are the most important buildings in Salisbury?</p>	<p>Wonderful World Term 5 <u>EYFS 2</u> Children can compare and contrast characters from stories, including figures from the past. They will know that some stories have been around for a long time and that some are new.</p>	
Y1		<p>Guy Fawkes/Remembrance Day Why are Bonfire Night and Remembrance celebrated?</p>		<p>1960s How do our toys and games compare to those of children in the 1960s?</p>		<p>Local study Do all castles look the same as Old Sarum?</p>
Y2		<p>Fire of London/Samuel Pepys How do we know so much about what happened in the Great fire of London?</p>		<p>Significant people How much did Florence Nightingale and Mary Seacole have in common?</p>		<p>Significant people/within living memory/beyond living memory What does it take to be a great explorer?</p>
Y3		<p>WW2 Why were children evacuated in 1939?</p>		<p>Local study/Iron age Who lived at Old Sarum and why is it an important place in the history of Salisbury?</p>		<p>Victorians How did travel change during the Victorian times? What happened in the Salisbury train crash? (link to local study)</p>
Y4		<p>Romans How did the arrival of the Romans change Britain? Focus: Romans</p>		<p>Anglo-Saxons Who were the Anglo Saxons and how do we know what was important to them? Focus: Anglo-Saxons</p>		<p>Vikings What did the Vikings really want and how did Alfred prevent them from getting it? Focus; Vikings</p>
Y5		<p>Comparative -non-Europeans In what ways were the Maya similar or different from the Vikings?</p>		<p>Stone age How did the lives of Ancient Britons change in the stone age?</p>		<p>Stonehenge Focus: local study/Bronze age</p>
Y6		<p>Significant turning point in British history Why was winning the battle of Britain in 1940 so important?</p>		<p>Ancient Greeks The story of the Trojan Horse: historical fact, legend or myth?</p>		<p>Ancient Egyptians Who were the ancient Egyptians?</p>

Skills progression

	EYFS	KS1	KS2
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Chronological knowledge/ Understanding For example, timelines and sequencing events but understanding how those sequences can be traced back to each other	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and characters Talk about past and present events in their own lives and that of family members	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where people and events studied fit into a chronological framework Identify similarities and differences between periods	Continue to develop chronological secure knowledge of history Establish clear narratives within and across time periods Note connections, contrasts and trends over time.
Historical terms	Explore vocabulary by grouping and naming	Use a wide range of everyday vocabulary of terms related to history	Develop appropriate use of historical terms
Historical enquiry/ Using evidence/ Communicating ideas	Be curious about people and stories Answer 'how' and 'why' questions about stories and events Explain own knowledge and understanding and ask appropriate questions. Know that information can be retrieved from books or computers. Record using marks they can interpret and explain.	Ask and answer questions. Understand some ways we find out about the past. Choose and use parts of stories and resources to show understanding.	Regularly address and sometimes devise historical valid questions. Understand how knowledge of the past is constructed by a range of sources. Construct informed responses by selecting and organising relevant historical information.
Interpretation of history an awareness that there can be different versions of the same event, that history is about fact, bias and point of view.		Identify different ways in which the past is represented.	Understand different versions of the past may exist giving some reasons for this.
Continuity and change similarities and differences within times as well as across periods	Look closely at similarities and differences, patterns and change. Develop understanding of growth, decay and changes over time.	Identify similarities and differences between ways of life at different times.	Describe/make links between main events, similarities and changes within and across different periods /societies.
Cause and consequence why things happened and the effect that these events then provoked.	Question why things happen and give explanations.	Recognise why people did things, why events happened and what happened as a result.	Identify and give reasons for, results of, historical events, situations, changes.
Similarity/difference	Know about similarities between themselves and others and among family communities and traditions.	Make simple observations about different types of people, events, beliefs about a society.	Describe social, cultural, religious and ethnic diversity in Britain and the wider world.
Significance	Recognise and describe special times or events for family and friends.	Talk about who was important (in historical context)	Identify historically significant people and events in situations.

Year 1 UNIT OVERVIEWS

Why are Bonfire night and Remembrance celebrated?	To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past To find out about events beyond living memory that are significant nationally.
How do our toys and games compare to those of children in the 1960s?	To find out about changes within living memory – where appropriate these should be used to reveal aspects of change in national life. The lives of significant individuals (Tim Berners-Lee) in the past who have contributed to national and international achievements
Do all castles look like Old Sarum?	To find out about significant events, people, places in own locality

LESSON OVERVIEWS (Knowledge & Skills)

<p>Year 1 – Why do we celebrate Bonfire night and Remembrance Day?</p> <p>Pupils will be taught about</p> <p>events beyond living memory that are significant nationally or globally [or events commemorated through festivals or anniversaries)</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Suggested texts</p> <p>Where the poppies now grow by Hilary Robinson</p>	<p>Declarative knowledge</p> <p>What pupils will know:</p> <ul style="list-style-type: none"> • That History is about studying people and events in the past • Talk about some of the key events of the Gunpowder plot and put them in order. • Say why the Gunpowder plot happened • Who the significant people were in the Gunpowder plot • How life in 1605 is different to life today • When Bonfire night is celebrated • When Remembrance Day is celebrated • Why people wear poppies • What happens on Remembrance Day and who is remembered
<p>Key Vocabulary</p>	<p>Past - things that have already happened Present – things that are happening now Gunpowder plot - The Gunpowder Plot was a plan to blow up the Houses of Parliament in London and kill the king Houses of Parliament – buildings where government hold their meetings in London,, Government -people who are make rules for a country Bonfire - A bonfire or balefire is a large controlled outdoor fire made from bales of straw or wood. Treason - Treason is when a person acts against his/ her country Plot –a secret plan Monarch – a king or queen head of the government Executed - a putting to death as a legal penalty Guy Fawkes - Guy Fawkes was a British soldier who was involved in a plan to attack the Parliament Remembrance Day - a memorial- way to remember people who have fought in wars Poppy - Poppies are a symbol of hope and strength in times of difficulty war memorial A war memorial is a building, monument or statue to celebrate a war or victory Wreath – an arrangement of foliage or flowers on a circular base</p>
<p>Substantive concepts</p> <p>Monarchy, conflict, government</p>	<p>Second order concepts (disciplinary knowledge)</p> <p>Cause and consequence (Why did the Gunpowder plot fail?)</p> <p>Significance and interpretation (why people wear poppies)</p> <p>Constructing the past (how we know about the past) Chronology (sequence of events)</p>
<p>Session 1</p> <p>(What do we know about Bonfire night?)</p>	<p>To know when Bonfire night is and that it is celebrated because of events of the Gunpowder plot in the past.</p> <p>To know who Guy Fawkes was.</p> <ul style="list-style-type: none"> • Describe what happens on Bonfire night and when it happens • Explore the rhyme and discuss what gunpowder, treason and plot may mean.
<p>Session 2 (possibly need 2 sessions)</p> <p>(What did Guy Fawkes do?)</p>	<p>To know some of the events leading up to the Gunpowder plot.</p> <p>To know what life was like for Guy Fawkes.</p> <ul style="list-style-type: none"> • Find out what Guy Fawkes did and why • Sequence or retell the main events
<p>Session 3</p> <p>(Why did the gunpowder plot fail?)</p>	<p>To explain how the Gunpowder plot was stopped.</p> <p>To know about other significant people in the Gunpowder plot.</p> <ul style="list-style-type: none"> • Give reasons why the Gunpowder plot failed
<p>Session 4</p> <p>(What evidence do we have about the Gunpowder plot?)</p>	<p>To use evidence to prove what we know about the gunpowder plot.</p> <ul style="list-style-type: none"> • Explore pictures and artefacts and use them to prove statements about the gunpowder plot
<p>Session 5</p> <p>(Why do people wear poppies on Remembrance Day?)</p>	<p>To know why some people wear poppies for Remembrance.</p> <ul style="list-style-type: none"> • Describe what a poppy looks like and when it is worn • Describe the event people are remembering
<p>Session 6</p> <p>(What happens on Remembrance Day/)</p>	<p>To explain some of the ways people remember on Remembrance Day</p> <ul style="list-style-type: none"> • Explain who we are remembering looking at a picture of a soldier from WW1 • Look at photographs of a war memorial, wreath, clip of Cenotaph in London and discuss what they tell us

<p>Year 1 – How do our toys and games compare with those of children in the 1960s?</p> <p>Pupils will be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Suggested text</p> <p>Lost in the toy museum by David Lucas</p> <p>The Toymaker by Martin Waddel</p>	<p>Declarative Knowledge: Pupils will know:</p> <ul style="list-style-type: none"> • Some of the ways in which historians divide up time • Why dividing up time into time periods helps in the study of History • How to construct a simple timeline of significant events in British history • How to compare toys from today and use the terms old and new appropriately when describing how they know a toy is old. • Which were the most popular toys and games of the 1960s • How these toys and games compare with popular toys and games today. • Some of the reasons for the similarities and differences they observe • How the inventions of Tim Berners-Lee in 1989 led to great changes in toys and games in the 1990s • Some of the toys that children played with a century ago.
<p>Key Vocabulary</p>	<p>decade - a time period of 10 years century – a period of 100 years timeline timeline - show how events in history ar related world wide web – the internet old – existed for a long time new - something that has not been around very long</p>
<p>Substantive concepts</p>	<p>Second order concepts (disciplinary knowledge) Chronology, continuity and change, similarity and difference</p>
<p>Prior learning links</p>	<p>Nursery and EYFS</p> <ul style="list-style-type: none"> • Created own timeline of life • Introduced to stories about the past • Recognised things happened before they were born <p>Earlier in Year 1</p> <ul style="list-style-type: none"> • Learned about significant events nationally (wars and Bonfire night)
<p>Session 1</p>	<p>To identify and describe some of the ways in which historians divide up time</p> <p>To suggest reasons why dividing up time into periods helps in the study of History</p> <p>To construct and describe a simple timeline of significant events in British history with the teacher</p> <ul style="list-style-type: none"> • Understand what is meant by within living memory • Build a timeline using cubes to show decades • Construct a timeline with teacher
<p>Session 2 How do we know these toys are old?</p>	<p>To describe some toys from today and the past and use the terms old and new.</p> <ul style="list-style-type: none"> • Observe, describe and sort toys. • Choose a toy to draw and give reasons why they know it is old
<p>Session 3 What were toys like in the 1960s? (grandparents)</p>	<p>To identify, observe and describe the most popular games and toys of the 1960s</p> <ul style="list-style-type: none"> • Use artefacts, photos to find out about toys from the 1960s • Visit toy museum
<p>Session 4</p>	<p>To compare and contrast toys in the 1960s to those of today</p> <ul style="list-style-type: none"> • Identify some toys from the 1960s and write captions about them • Identify some toys from today and write captions about them
<p>Session 5</p>	<p>To suggest reasons for the similarities and difference they observe</p> <ul style="list-style-type: none"> • Find out about how toys changed after the invention of the www by Tim Berners-Lee

Session 6 Do you think toys today are better than toys in the past?	To describe and compare some of the toys children played with a century ago. <ul style="list-style-type: none"> Discuss toys from a long time ago Identify positives and negatives about toys in the past and toys today.
Year 1- Do all castles look the same as Old Sarum? Pupils will be taught about significant historical events, people and places in their own locality	Declarative Knowledge: Pupils will know: <ul style="list-style-type: none"> That Old Sarum used to be a castle and it was where the original Cathedral was built. What it means by the terms ruin and medieval Salisbury is a town originating from medieval times That castles had two purposes to house important people and as a fort Some of the features of a castle Some of the jobs people in a castle did Some of the similarities and differences between Old Sarum and other castles in the UK (specifically Old Wardour castle)
Key Vocabulary	castle ruin - The leftover of a castle built many years ago moat – a deep trench around the walls of a castle drawbridge – a bridge that raises up and down battlement – a strong wall to defend a city or castle from enemies medieval - middle ages (500-1500ce)
Substantive concepts	Second order concepts Continuity and change
Other curriculum areas covered	Links to Geography – Countries of the UK and capital cities
Prior learning links	In Reception children will have identified some of the significant buildings in the local area.
Session 1 What is Old Sarum like?	To recognise Old Sarum and know it was a significant place in the local area in the past. To understand the term ruin. <ul style="list-style-type: none"> Use photographs and ariel pictures to find evidence
Session 2 What are other buildings in the Salisbury area like?	To make observations about the medieval buildings around Salisbury identifying what is the same and what is different. <ul style="list-style-type: none"> Sort photographs into old and new buildings around Salisbury
Session 3 What were castles like?	To describe the features of a castle. <ul style="list-style-type: none"> Use photographs to identify features of castles Visit a castle and find the features in photographs
Session 4	To explain why Old Sarum was built and its purpose. <ul style="list-style-type: none"> Observe Old Sarum from the school grounds. Discuss why castles were build a long time ago
Session 5	To describe some of the jobs people did in a castle. <ul style="list-style-type: none"> Using information from the visit to Old Wardour castle discuss the jobs/roles people had in the castle
Session 6	To compare and contrast Old Sarum and other castles in the UK. <ul style="list-style-type: none"> Make comparisons between Old Sarum and Wardour Castle

Year 2 UNIT OVERVIEWS

How do we know so much about the Great Fire of London?	Events beyond living memory that are significant nationally or globally and lives of significant people in the past (Samuel Pepys)
How much did Florence Nightingale and Mary Seacole have in common?	Lives of significant people in the past.
What does it take to be a great explorer?	Lives of significant people in the past and events beyond living memory that are significant nationally or globally. Changes within living memory and where appropriate, these should be used to reveal aspects of change nationally or globally.
<p>Year 2 – How do we know so much about the Great Fire of London?</p> <p>Pupils will be taught about: events beyond living memory that are significant nationally or globally [or events commemorated through festivals or anniversaries)</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Declarative Knowledge: Pupils will know:</p> <ul style="list-style-type: none"> • The probable cause of the Great Fire of London in 1666 • What living conditions in London were like for most people in 1666 • How these conditions enabled the fire to spread so quickly • Some of the main events that occurred during the fire • The main effects of the fire on the city • The distinction between primary and secondary sources of evidence of the fire • Why some sources of evidence of the fire are more reliable and trustworthy than others • Who Samuel Pepys was and why his diary is an important source of primary evidence of the fire • The main actions that were taken to control the fire • Why the fire took so long to extinguish • What might have been done to control the fire earlier
Prior knowledge	In Year 1 the children will have been introduced to London and the Houses of Parliament in their unit on Guy Fawkes. They will know that this event happened in the past beyond living memory.
Key Vocabulary	<p>extinguish - to put out (a fire)</p> <p>firebreak – an area of open land to stop a fire spreading</p> <p>city - a place where people live close together</p> <p>monarch – a king or queen head of the government</p> <p>Samuel Pepys – a man who wrote a diary in London</p> <p>diary – thoughts, feelings and events written down</p> <p>mayor – the leader of a city or town</p>
Substantive concepts Monarchy, government,culture	Second order concepts (disciplinary knowledge) Sources and evidence, cause and consequence, chronology, significance, change and continuity
Session 1	<p>To describe the living conditions of people in 1666.</p> <ul style="list-style-type: none"> • Understand this is beyond living memory • List or label features of London in 1666
Session 2	<p>To sequence the main events in the Fire of London</p> <ul style="list-style-type: none"> • Retell the story in order
Session 3	<p>To identify and describe the probable cause of the Great Fire of London in 1666</p> <p>To suggest reasons why these conditions enabled the fire to spread so quickly</p> <ul style="list-style-type: none"> • Focus on the physical conditions
Session 4 (May want to merge with session 5)	To describe who Samuel Pepys was and why he was important

Key question: Was it the fault of King Charles II or Thomas Bloodworth that the Great fire spread so quickly?	<ul style="list-style-type: none"> Add the human reasons why the fire spread so quickly
Session 5	<p>To suggest reasons why some sources of evidence are more reliable than others.</p> <ul style="list-style-type: none"> Introduce sources of evidence and reliability
Session 6	<p>To describe what happened after the fire and how it impacted Britain today.</p>
<p>Year 2 How much did Florence Nightingale and Mary Seacole have in common?</p> <p>Pupils will be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Declarative Knowledge: Pupils will know:</p> <ul style="list-style-type: none"> Why a person might be significant in history When Florence Nightingale and Mary Seacole lived and where that would come on a timeline of the events they have learned about in history. Key events in Mary Seacole life. Key events in Florence Nightingales life. The similarities and differences in the lives of Florence Nightingale and Mary Seacole How hospitals compare today and in the past. Some ways in which Florence Nightingale and Mary Seacole improved nursing today
Key Vocabulary	<p>significant - very important improve – to get better at legacy – learning from the past sanitation - keeping places clean and healthy hygiene keeping clean (washing, brushing teeth...) crimea - a place in eastern Europe (near Ukraine)</p>
Substantive concepts Conflict, society	<p>Second order concepts Chronology (sequence of events) Similarities/differences (life then and now) (life for FN compared to MS) Significance (Why were FN and MS considered as significant?)</p>
Prior learning links	<p>IN Year 1 children have learned about the significant individuals Guy Fawkes and Tim Berners-Lee In geography in Y2 children will have looked at continents and should be able to use these to help them find out where F and M came from.</p>
Session 1	<p>To identify what makes a person significant To describe some key events in the life of Florence Nightingale.</p> <ul style="list-style-type: none"> Sequence key events
Session 2	<p>To explain how Florence Nightingale improved nursing during the Crimea war</p> <ul style="list-style-type: none"> Describe the changes FN made
Session 3	<p>To describe who Mary Seacole was and describe some key events in her life.</p> <ul style="list-style-type: none"> Sequence key events
Session 4	<p>To explain how Mary Seacole improved nursing during the Crimea war.</p> <ul style="list-style-type: none"> Describe how MS impacted on the soldiers' lives in the war

Session 5	To compare the lives of Florence Nightingale and Mary Seacole. <ul style="list-style-type: none"> Sort statements to the correct person
Session 6	To compare hospitals today and in the past and identify ways in which the nurses in the past have improved nursing today. <ul style="list-style-type: none"> Describe the legacy these nurses left

<p>Year 2 What does it take to make a great explorer?</p> <p>Pupils will be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Declarative Knowledge: Pupils will know:</p> <ul style="list-style-type: none"> What an explorer does both in the past and modern times The achievements of Ranulph Fiennes and why he is recognised as the world's greatest living explorer The accomplishments of Amy Johnson Why Amy Johnson's achievements were particularly remarkable given the expectations of women in society at that time. What Christopher Columbus succeeded in doing during his expeditions Who Neil Armstrong was and what he achieved in 1969 The challenges faced by explorers to Mars The personal qualities that most explorers need in order to succeed.
Other curriculum areas covered	Geography – Continents of the world
Key Vocabulary	<p>explore – to travel in or through</p> <p>voyage – a journey by water</p> <p>navigate – to find a way to a place or position</p> <p>mission – a task</p>
<p>Substantive concepts</p> <p>Empire, conflict, trade, monarchy</p>	<p>Second order concepts</p> <p>Significance, chronology, change and continuity</p>
<p>Session 1</p> <p>What is an explorer?</p>	<p>To describe what an explorer does both in the past and in modern times.</p> <ul style="list-style-type: none"> Identify different types of explorers, where and what they explore
<p>Session 2</p> <p>Why is RF described as the world's greatest living explorer?</p>	<p>To describe the achievements of Ranulph Fiennes.</p> <p>To suggest reasons for why he is recognised as the world's greatest explorer.</p> <ul style="list-style-type: none"> Identify achievements and give reasons to suggest why he is thought of as the world's greatest explorer.
<p>Session 3</p>	<p>To describe the accomplishments of Amy Johnson.</p> <p>To suggest reasons why her achievements were particularly remarkable.</p>

Why do you think Amy Johnson was significant?	<ul style="list-style-type: none"> Describe accomplishments
<p>Session 4</p> <p>Was CC a hero, villain or something in between?</p>	<p>To describe some of the achievements of Christopher Columbus.</p> <p>Suggest reasons why he could accomplish so much.</p> <ul style="list-style-type: none"> Explain what CC was trying to do and why he could do this Use evidence to support your answer to the question
<p>Session 5</p> <p>Would NA have been able to achieve what he did alone?</p>	<p>To describe who Neil Armstrong was and what he achieved in 1969.</p> <ul style="list-style-type: none"> Sequence the events in 1969
<p>Session 6</p> <p>Would you go on a mission to Mars?</p>	<p>To recognise and describe some of the particular challenges that will be faced by explorers to Mars in the future.</p> <ul style="list-style-type: none"> Identify the challenges Consider the positive and negatives of this mission

Year 3 UNIT OVERVIEWS

Why were children evacuated in 1939?	Aspect or theme in British history that extends pupils' chronology beyond 1066.
Who lived at Old Sarum and why is it an important place in the history of Salisbury?	Local study. Focus on historical change and chronology.
How did transport change during the Victorian times?	Aspect or theme in British history that extends pupils' chronology beyond 1066. Local study.

<p>Year 3 – Why were children evacuated in 1939?</p> <p>Pupils will be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Declarative Knowledge:</p> <p>Pupils will know:</p> <p>Some of the events leading up to Britain declaring war on Germany in 1939</p> <p>Be able to place the start and the end of the war in a timeline based on previous knowledge</p> <p>Which countries were involved in World War 2</p> <p>Why evacuation happened in 1939 and where children were sent to live</p> <p>Understand what children had to pack and how they were prepared for evacuation.</p> <p>What precautions were put in place to try to keep civilians safe such as need for gas masks, black out and role of an ARP warden</p> <p>Why bomb shelters had to be built/found and what an air raid was</p> <p>Ask questions about change, continuity, causation, similarities and differences</p>
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Key Vocabulary	<p>timeline - show how events in history are related</p> <p>within living memory – a period that can be remembered (within the last 100 years)</p> <p>beyond living memory – a time before we can remember (over 100 years)</p> <p>Evacuee – someone who has been sent away from a dangerous place</p> <p>Evacuation – process of moving people away from an area of danger</p> <p>Occupation – a person's job</p> <p>Civilian – a person who is not in the services (police, army, firefighter....)</p>
Substantive concepts Government, conflict	<p>Second order concepts (disciplinary knowledge)</p> <p>Cause and consequence, continuity and change, similarity and difference, chronology</p>
Prior learning links	<p>In Ks1 Children will have learned about Remembrance Day</p> <p>In Y2 children will have been introduced to a timeline and know some dates of events within and beyond living memory</p>
Session 1	<p>What was lifelike for children who were evacuated during WW2?</p> <p>To know when World War 2 began and the key events of evacuation.</p> <p>To place when World War 2 happened on a given timeline.</p> <ul style="list-style-type: none"> • Use photographs as evidence to find out who? What? When? Where?
Session 2	<p>How were children prepared for the evacuation?</p> <p>To explain some of the key events leading up to the outbreak of war.</p> <ul style="list-style-type: none"> • Compare lists for what to take with what children might take on a journey nowadays
Session 3	<p>Were evacuated children happy? Is one story enough to tell us what it was like to be an evacuee?</p> <ul style="list-style-type: none"> • Explore historical sources of evidence • Read fictional and real-life accounts of being an evacuee to collect evidence • List the positive and negatives of being evacuated
Session 4	<p>Why do you think newspaper reports were so positive?</p> <ul style="list-style-type: none"> • Introduce the concept of propaganda, bias and reliability of sources
Session 5	<p>What was The Blitz?</p> <ul style="list-style-type: none"> • When? Where? Who • Write facts
Session 6	<p>What were some of the precautions that were taken to keep people safe in the war?</p> <ul style="list-style-type: none"> • Gas masks, shelters, ARW, evacuation
<p>Year 3 – Who lived at Old Sarum and why is it an important place?</p> <p>Pupils will be taught about: a local study</p>	<p>Declarative Knowledge: Pupils will know:</p> <p>That Old Sarum was originally a hill fort in the iron age.</p> <p>Some aspects of what life was like in the Iron age</p> <p>That Old Sarum has changed over time and that historians divide time up into periods to help in the study of History</p> <p>How to construct a simple timeline to show periods of time.</p> <p>Some of the key people who were part of Old Sarum’s story.</p> <p>That we can learn about Old Sarum from artefacts</p> <p>That Old Sarum was most important at the time of the Norman Conquest</p> <p>The key events leading up to the building of Salisbury Cathedral.</p>

Key Vocabulary	<p>Hill fort – a fort built on a hill</p> <p>Iron age – a period in human history that started 1200B,C, to 600 B.C.</p> <p>Medieval – Middle Ages</p> <p>Cathedral – a church run by a bishop</p> <p>Archaeology - the study of human history through excavation of sites</p> <p>Anglo-Saxon- a cultural group that lived in England in the early Middle Ages</p> <p>Viking-seafaring people originally from Scandinavia (8th – 11th century)</p> <p>Norman – a group of people from northern France who invaded England in 1066</p> <p>Settlement – a place to settle and live</p>
Substantive concepts Culture, power,	<p>Second order concepts (disciplinary knowledge)</p> <p>Chronology</p> <p>Continuity and change</p>
Other curriculum areas covered	<p>Geography – looking a maps, physical features of a place</p>
Prior learning links	<p>In Reception children will have identified Old Sarum as a place they can see from our school grounds</p> <p>In Year 1 children will have learned the significance of Old Sarum for the city of Salisbury and about features of castles and who may have lived there.</p> <p>They will be aware what its purpose was (Why it was built)</p>
Session 1	<p>To know the term iron age.</p> <p>To describe what life was like in the Iron age.</p> <ul style="list-style-type: none"> • Use artefacts and pictures to make inferences about life in the Iron-age
Session 2	<p>To describe the purpose of a hill fort. To begin to understand how Old Sarum has changed over time.</p> <ul style="list-style-type: none"> • Identify the features that show Old Sarum was a hill fort and compare pictures and photographs of it through time.
Session 3	<p>To begin to understand how historians divide up time and construct a simple class timeline showing periods of time</p> <ul style="list-style-type: none"> • Use pictures through time to develop a chronology of Old Sarum. Introduce the idea that different periods had different names
Session 4	<p>To describe some of the significant people connected to Old Sarum and place them on the class timeline.</p>
Session 5	<p>To sequence the events that led up to the building of Salisbury Cathedral</p> <ul style="list-style-type: none"> • Retell in sequence the story of why the Cathedral was built where it was
Session 6	<p>To know about the Norman conquest and its links to Old Sarum</p> <ul style="list-style-type: none"> •

<p>Year 3 – How did transport change over time in our locality?</p> <p>Pupils will be taught about: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p>Declarative Knowledge: Pupils will know:</p> <ul style="list-style-type: none"> • What types of transport there was in the local area long ago • How the first railways were developed • The significance of some of the steam locomotives • Similarities and difference between steam locomotives • How and why the railway network in Britain grew over time • What life was like on the railways in the past • How the technologies of different locomotives have changed over time • The events of the Salisbury rail crash and its impact locally and nationally
<p>Key Vocabulary</p>	<p>Transport-to take or carry goods or people from one place to another by means of a vehicle Locomotive – a powered railway vehicle used for pulling trains Limitations – something that limits or restricts Local – in the area where you live National – relating to the whole of the country</p>
<p>Substantive concepts</p> <p>Transport, trade,</p>	<p>Second order concepts Change and causation - Chronology -</p>
<p>Session 1 What different kinds of transport would there have been in the area long ago?</p>	<p>To identify early types of transport in the locality.</p> <ul style="list-style-type: none"> • Use photographs of local scenes to identify transport • Sequence transport into early and late
<p>Session 2</p>	<p>To explain how the first railways were developed in the locality</p> <ul style="list-style-type: none"> • Describe early railways and their limitations
<p>Session 3 What improvements were made to the railways over time?</p>	<p>To explain why some steam locomotives are historically significant, and how and why railways network grew over time.</p> <ul style="list-style-type: none"> • Suggest reasons why the steam locomotive was significant and how this impacted
<p>Session 4</p>	<p>To describe what life was like on the railways in the past.</p> <ul style="list-style-type: none"> • List the positives and negatives of working on the railways
<p>Session 5 How did the Salisbury train crash impact on the railways locally?</p>	<p>To sequence the events of the Salisbury Rail crash in 1906</p> <ul style="list-style-type: none"> • Retell in sequence the events of the Salisbury Rail crash in 1906
<p>Session 6</p>	<p>To compare and describe how the Salisbury train crash in 1906 and 2021 impacted the railway locally and nationally</p> <ul style="list-style-type: none"> • What changes were made after the Salisbury rail crash locally and nationally

Year 4 UNIT OVERVIEWS

How did the arrival of the Romans change Britain?	The Roman Empire and its impact on Britain
Who were the Anglo-Saxons and how do we know what was important to them?	Britain's settlements by Anglo-Saxons and Scots
What did the Vikings really want and how did Alfred prevent them from getting it?	Viking and Anglo-Saxon struggle for the Kingdom of England
<p>Year 4 – How did the arrival of the Romans change Britain?</p> <p>Pupils will be taught about: the Roman Empire and its impact on Britain</p>	<p>Declarative Knowledge:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • What an empire is • The Romans attempted to invade twice before they were successful • Why Claudius invaded Britain in AD43 • Who Boudica was and why she was a threat to the Roman settlement of Britain. • Why the Romans constructed Hadrian's wall in AD122 • Why so much evidence remains today in Britain of the Roman times. • Why most Romans eventually left Britain and returned to Rome
Key Vocabulary	<p>Empire – a group of countries ruled over by a single monarch</p> <p>Conquest – the act of conquering a country or group of people</p> <p>Tribe – a group of people made up from many families that share the same culture and beliefs</p> <p>Occupied – a country</p> <p>Invasion – the movement of an army into another area or country</p> <p>Trade –buying and selling of goods and services</p> <p>Settlement – places where people settle to live</p> <p>Celts - the people who lived in Britain and northwest Europe during the Iron Age – from 600 BC to 43 AD ...</p>
<p>Substantive concepts</p> <p>Conflict, empire, trade, culture</p>	<p>Second order concepts (Disciplinary knowledge)</p> <p>Chronology,</p>
Other curriculum areas covered	Geography – maps and settlements
Prior learning links	In Year 3 children will have learned about history being divided into periods of time in relation to Old Sarum and the changes over time.
<p>Session 1</p> <p>Key question</p> <p>When did the Romans invade and why?</p>	<p>To understand the term invasion.</p> <p>To explain the reasons for the Roman invasion in AD43.</p> <ul style="list-style-type: none"> • Examine where, when and how the romans invaded • Compare the failed invasions and why Claudius was successful
Session 2	<p>To explore why the Romans wanted to control the country</p> <p>To understand what an Empire is.</p> <ul style="list-style-type: none"> • Look at maps of the Roman Empire and explore why they wanted to control the minerals and exports from the country
<p>Session 3</p> <p>Did the native Britons welcome or resist the Romans, and why?</p>	<p>To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event.</p> <ul style="list-style-type: none"> • Who was Boudicca and why do we remember her? • Why some tribes did not welcome the Romans whilst others did • Order the story to show chronological understanding
Session 4	To assess sources for accuracy and bias (historical interpretation)

	<ul style="list-style-type: none"> • Consider the reliability of the description of Boudicca by Cassius Dio. • Assess images of Boudicca for accuracy.
<p>Session 5</p> <p>How did the Romans influence the culture of the people already here?</p>	<p>To explain the importance of Hadrian's wall and use primary and secondary sources to find out about the lives of the soldiers who lived there.</p> <ul style="list-style-type: none"> • What kind of men could join the Roman army? (why it was successful) • Why did the Romans build Hadrian's wall in the north of England? • Interpret ruins
<p>Session 6</p> <p>What impact did Roman achievements have on Britain?</p>	<p>To understand the achievements of the romans and the impact on Britain.</p> <p>To describe the lasting impact of the Roman Empire on Britain.</p> <ul style="list-style-type: none"> • Find out/give the achievements and children can discuss and place into an order to give reasons about the most significant and why
<p>Year 4 – Who were the Anglo-Saxons and how do we know what was important to them?</p> <p>Pupils will be taught about: Britain's settlement by Anglo-Saxons and Scots</p>	<p>What the pupils will know:</p> <ul style="list-style-type: none"> • What happened in Rome in AD 410 that convinced the Romans to leave Britain • Who the Anglo-Saxons were and where they came from. • Why the Anglo-Saxons settled in England after the Romans began to leave. • Why the Anglo-Saxons chose to live in villages rather than towns left behind by the Romans • Why the Anglo-Saxons were referred to as 'pagan' • Why England began to convert to Christianity after the arrival of Constantine in AD 597 • How ordinary people were affected by England's conversion to Christianity. • Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.
<p>Key Vocabulary</p>	<p>Anglo-Saxons –a cultural group that lived in Britain in the early Middle Ages</p> <p>Invaders –someone or a group of people who enter by force another area or country</p> <p>Settlers – people who have settled in one place to live</p> <p>Migration –movement from one place to another</p> <p>Conquest – the act of conquering a country or a group of people</p> <p>Christianity –Religion based on the readings of Jesus Christ</p> <p>Pagan –People who didn't follow a main religion</p> <p>Sutton Hoo – site of archaeological importance</p>
<p>Substantive concepts</p> <p>Beliefs, culture, society</p>	<p>Second order concepts (disciplinary knowledge)</p> <p>Chronology</p> <p>Continuity and change</p>
<p>Prior learning links</p>	<p>In Year 3 the children have become aware of different periods of history through their work on Old Sarum.</p> <p>Earlier in Year 4 the children will have learned about the Roman invasion.</p>
<p>Session 1</p>	<p>To recall and explain what happened in Rome in AD 410 to make the Romans leave Britain.</p>
<p>Session 2 Why did the Anglo-Saxons invade and how can we know where they settled?</p>	<p>To identify who the Anglo-Saxons were and where they came from.</p> <p>To explain why they chose to settle in Britain.</p> <ul style="list-style-type: none"> • Use maps to find out where the Anglos, Saxons and jutes came from • Suggest reasons why they chose to settle
<p>Session 3</p>	<p>To describe how Anglo-Saxons settled in villages and the impact that had on place names today.</p> <ul style="list-style-type: none"> • List words that have their meaning from Anglo-Saxon times • Use maps to explore the different kingdoms • Identify place names that have Anglo-Saxon roots

Session 4	To explain what was found at Sutton Hoo and why it is an important archaeological site. <ul style="list-style-type: none"> Examine objects from the burial and make inferences about them
Session 5 How did people's lives change when Christianity came to Britain?	To explain the term 'pagan' and explore the beliefs and practices of the early Anglo-Saxons <ul style="list-style-type: none"> Identify what day to day life was like
Session 6	To identify the events that led to England converting to Christianity <ul style="list-style-type: none"> Tell the events in stages

<p>Year 4 – What did the Vikings really want and how did Alfred prevent them from getting it?</p> <p>Pupils will be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Declarative Knowledge: Pupils will know:</p> <ul style="list-style-type: none"> Who the so called 'Vikings' were The significance of the Viking attack on Lindisfarne in 793 How England in Anglo-Saxon times was made up of kingdoms. The motives of the Norsemen who invaded Britain in the eighth and ninth centuries The area of modern-day Britain once occupied and settled by Norsemen How Norse settlements compared with traditional Anglo-Saxon homes How Anglo-Saxons resisted invasion and occupation by Norsemen. The difference between a myth and a legend. Why King Alfred of Wessex has the title 'Great' Why William of Normandy invaded Britain in 1066 ending the Anglo-Saxon period.
Key Vocabulary	<p>Invaders- someone or a group of people who enter another area or country by force</p> <p>Settlers – people who have settled in one place to live</p> <p>Conquest – the act of conquering a country or a group of people</p> <p>Raiders – attack on a place in order to steal</p> <p>Monastery – a large religious building when monks lived</p> <p>Norsemen – people who lived in Scandinavia in the past</p> <p>Lindisfarne – an island off the north-east coast of England</p>
Substantive concepts Conflict, culture, belief	<p>Second order concepts (disciplinary concepts)</p> <p>Continuity and change</p>

Prior learning links	Earlier in Year 4 the children have learned about invasions of the Romans and Anglo-Saxons They will have learned that areas of the country had been divided into Kingdoms. In Year 3 they will have learned about The Norman Conquest in relation to Old Sarum.
Session 1	To explain who the 'Vikings' were and describe the attack on Lindisfarne in 793.
Session 2	To understand the motives for the invasions and how Anglo-Saxons resisted invasion and occupation.
Session 3	To identify the Kingdoms of England in Anglo-Saxon times and the areas settled by the Vikings
Session 4	To compare and contrast Norse settlements with Anglo-Saxons homes
Session 5 How great was King Alfred?	To explain who and why King Alfred of Wessex was known as 'Great' To explain the difference between a myth and a legend.
Session 6	To explain what happened in 1066 and how this invasion ended the Anglo-Saxon period.

Year 5

UNIT OVERVIEWS

In what way were the Maya similar or different from the Vikings?	A non-European society that provides contrasts with British History
How did the lives of Ancient Britons change during the stone age?	Changes in Britain: Stone age to Iron age
Stonehenge	A local study, in depth, linked/focus to the Bronze age.

Year 5 In what way were the Maya similar or different from the Vikings?	Declarative Knowledge: Pupils will know: <ul style="list-style-type: none"> • Where and when the Maya lived and the type of environment they lived in • The difficulties of sustaining a civilization in a rainforest environment • Some of the key achievements of the Maya (writing and time) • Know how Maya society was organised
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<p>Pupils will be taught about: a non-European society that provides contrasts with British history</p>	<ul style="list-style-type: none"> • About Maya trade goods • How the beliefs of the Maya and the Vikings compared
<p>Key Vocabulary</p>	<p>Civilization –a complex society that has developed their own way of life Ancient –very distant past, no longer in existence Archaeology –study of human history through excavation sites and artefacts Mesoamerican – a historical region and cultural area mostly in Central America Culture – the ideas, customs and behaviour of a society Conquistador – a person who is out to conquer new territory</p>
<p>Substantive concepts Culture, civilization, trade</p>	<p>Disciplinary concepts Similarity and difference, historical sources</p>
<p>Session 1</p>	<p>To understand when and where the Maya were discovered To make observations about the natural features of the environment and climate of Central America</p>
<p>Session 2</p>	<p>To explain who the Ancient Maya were and identify some of their achievements.</p> <ul style="list-style-type: none"> • Learn about the Maya writing system and it uses • Identify similarities and differences between the Maya writing system and that of the Vikings (23/24 may want to use a different time comparison as Vikings done in Y3)
<p>Session 3</p>	<p>To understand how the Maya told the time.</p> <ul style="list-style-type: none"> • Compare our present way of telling time
<p>Session 4 Key question: Why did it take so long to discover many of the Mayan cities?</p>	<p>To identify and use a range of evidence sources to understand more about the Maya civilisation.</p> <ul style="list-style-type: none"> • Explore the city states of the Maya and how society was organised
<p>Session 5</p>	<p>To understand the importance of trade to the Maya</p> <ul style="list-style-type: none"> • Learn about Maya trade goods • Find out about the Maya numerical system
<p>Session 6 Key Question: Archaeologists suggest the Maya were the most advances Mesoamerican culture. Do you agree the Maya was an advanced civilization? Why?</p>	<p>To identify some similarities and differences between Ancient Maya and Viking beliefs.</p> <ul style="list-style-type: none"> • Explain how Ancient Maya religion and beliefs influenced the way of life and make comparisons to that of Viking beliefs.

<p>Year 5 How did the lives of Ancient Britons</p>	<p>Declarative Knowledge: Pupils will know:</p> <p>Why the stone age is part of Prehistory The three areas and dates of the Stone Age in Britain How archaeologists used artefacts to understand life in Ancient Britain</p>
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<p>change in the stone age?</p> <p>Pupils will be taught about:</p>	<p>How early man survived in the Stone age Why most Ancient Britons were hunter gatherers The significance of Skara Brae and its findings How and why hillforts were developed in the Iron age Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study Construct informed responses that involve thoughtful selection and organisation of relevant historical information Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>
<p>Key Vocabulary</p>	<p>Prehistory –time before written records Hunter gatherer – people who lived by hunting, fishing and gathering Palaeolithic –around 3.000.000 B.C. Mesolithic – around 10,000 B.C. Neolithic – around 4,500 – 2,400B.C. Skara Brae – a stone age village</p>
<p>Prior learning links</p>	<p>In year 3 children will have learned that Old Sarum was an Iron age fort and have some knowledge of the Iron age</p>
<p>Session 1</p>	<p>To place the various Stone ages on a timeline and understand why it is part of prehistory.</p>
<p>Session 2</p>	<p>To describe what humans needed for survival in the Stone age To understand the significance of the achievements of Stone Age man.</p>
<p>Session 3</p>	<p>To explain why most Ancient Britons were hunter gathers.</p>
<p>Session 4</p>	<p>To describe how archaeologists used artefacts to find out about Ancient Britain.</p>
<p>Session 5</p>	<p>To understand the significance of the findings at Skara Brae</p>
<p>Session 6</p>	<p>To explain how hillforts were developed in the Iron Age.</p>

<p>Year 5 – Local study</p> <p>Pupils will be taught about: changes in Britain from the Stone Age to the Iron Age a local history study</p>	<p>Declarative Knowledge: Pupils will know:</p> <p>How the building of Stonehenge linked to events in British History How and why Stonehenge was built How evidence about Stonehenge can give us different answers about the past How evidence about Iron Age druids can give us different answers about the past How to compare Stonehenge with other circles (Avebury, Wood henge)</p>
<p>Key Vocabulary</p>	<p>Monument – a structure or site of historical importance</p>
<p>Substantive concepts</p>	<p>Second order concepts</p>
<p>Session 1</p>	<p>To link the key events of the building of Stonehenge to the British History timeline</p>
<p>Session 2</p>	<p>To explain how Stonehenge was built. To describe the landscape before Stonehenge was built and how it changed.</p>
<p>Session 3</p>	<p>To explain how Stonehenge was built. To explain how stones were transported, shaped and raised.</p>
<p>Session 4</p>	<p>To investigate the theories about why Stonehenge was built,</p>
<p>Session 5</p>	<p>To understand how evidence about the Druids can tell us different things about the past.</p>
<p>Session 6</p>	<p>To explore other similar structures to Stonehenge.</p>

Year 6 UNIT OVERVIEWS

Why was winning the battle of Britain in 1940 so important?	Focus: Significant turning point in British history
The story of the Trojan Horse: historical fact, legend or myth?	Focus: Ancient Greeks
Who were the ancient Egyptians?	Focus; Ancient Egyptians

<p>Year 6</p> <p>Why was winning the Battle of Britain in 1940 so important?</p> <p>Pupils will be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Declarative Knowledge: Pupils will know:</p> <p>Why Adolf Hitler came to power in Nazi Germany Why Britain entered into war with Nazi Germany in 1939 Which countries were allies of Britain in the war Why Nazi Germany invaded and occupied most of Western Europe by 1940 Why Britain faced the threat of invasion by Nazi Germany in 1940 Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion The main events of the Battle of Britain How and why Britain defeated Nazi Germany in the Battle of Britain The significance of this victory in terms of the final outcome of the Second World War</p>
Key Vocabulary	<p>Fuhrer - A dictatorial leader with absolute power. Prime Minister - A leader of an elected government. Reich - The territory controlled by Nazi Germany 1933-1945. Allies - Countries agreeing to support each other in times of war. RADAR - A system for detecting moving objects such as aircraft. Evacuation - Moving people away from places of danger. Combat - Fighting between armed forces. Blitzkrieg - A sudden powerful attack to achieve a quick victory Alliance - A formal agreement between two or more countries.</p>
Substantive concepts Conflict, empire, democracy, power,	<p>Disciplinary concepts Cause and consequence, chronology, historical significance</p>
Prior learning links	In Y3 the children will have learned about World War 2 from the viewpoint of an evacuated child.
Session 1	<p>To explain who Adolf Hitler was and why he came to power in Nazi Germany To explain why Britain entered into war with Nazi Germany in 1939</p>

	To identify and explain which countries were allies of Britain in the Second World War
Session 2	Explain how and why Nazi Germany invaded and occupied most of Western Europe by 1940 Understand why Britain faced the threat of invasion by Nazi Germany in 1940
Session 3	To describe and explain the main events of the Battle of Britain
Session 4	To reach an informed judgement about why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion
Session 5	To evaluate a range of evidence and reach a judgement about how and why Britain defeated Nazi Germany in the Battle of Britain and justify their views
Session 6	To understand the significance of this victory in terms of the final outcome of the Second World War

<p>Year 6 – The story of the Trojan horse – historical fact, legend or myth?</p> <p>Pupils will be taught about:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Declarative Knowledge: Pupils will know:</p> <p>What the term ‘civilisation’ means. Why Greece, 2000years ago, became one of the most important places in the ancient world. The area of the modern world that was once part of the empire of Ancient Greece The major achievements of the Ancient Greece civilisation What a city state is and why there were so many in Ancient Greece Why the city of Sparta and Troy began a war that lasted ten years Why Greek armies laid siege to Troy ☐ What the so called ‘trojan horse’ was believed to have been The story of the trojan horse The difference between a myth and legend Whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend</p>
Key Vocabulary	<p>Prehistoric =The time before historical events were recorded in writing. Myth -A traditional story about some being, hero or event that is not true. Legend - An old story based originally on some factual events often involving heroic action. Siege -An operation where enemy forces surround a place to cut off its essential supplies. Authenticate - Prove or show something to be true. Depiction - Show something or somebody visually in pictures, drawings, sculptures or paintings. Envoy - A messenger or representative who is sent from one government or power to another. City state - A small nation or country with a single large settlement surrounded by its territory.</p>
<p>Substantive Concepts</p> <p>Civilization, conflict, power, empire</p>	<p>Second order concepts</p> <p>Chronology Significance Causation Sources</p>
Session 1	<p>To understand what the term ‘civilisation’ means</p> <p>To identify, locate and observe the area of the modern world that was once part of the empire of Ancient Greece</p>
Session 2	<p>To understand the major achievements of the Ancient Greece civilisation</p> <p>To explain why Greece 2500 years ago became one of the most important places in the ancient world</p>
Session 3	To explain what a city state is and reach an informed judgement as to why there were so many in Ancient Greece

Session 4	To explain why the city of Sparta and Troy began a war that lasted ten years To understand why Greek armies decided to lay siege to Troy
Session 5	To explain what the so called 'trojan horse' was believed to have been To describe the story of the trojan horse
Session 6	To explain the difference between a myth and legend To evaluate a range of evidence and reach an informed judgement as to whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend, justifying their views

<p>Year 6 – Who were the ancient Egyptians?</p> <p>By the end of this block you will have achieved the following National Curriculum outcomes</p> <p>Pupils should be taught the achievements of the earliest civilizations</p>	<p>Declarative Knowledge: Pupils will know:</p> <p>Where and when the ancient Egyptians lived The issues relating to accurate recording of Egyptian chronology What was important to people during ancient Egyptian times The achievements of The Ancient Egyptians and their impact on others around them and on us today. What Egyptian society was like compared to other civilizations. How evidence can give us different answers about the past (through learning about the discovery of Tutankhamun)</p>
Key Vocabulary	<p>afterlife - he place where Egyptians believed they would go after they died. canopic jars =special jars that held the organs of a mummy including the lungs, intestines, liver and stomach. civilisation A human society with its own social organisation and culture. dynasty - A period of rule when a series of Pharaohs all came from the same family. Egyptologist - An archaeologist who focusses on Ancient Egypt. fertile -Soil that is able to produce lots of crops. hierarchy a system of organising people into different ranks or levels of importance, for example in society. hieroglyphics -A type of writing that used a combination of pictures and symbols. Mummification- The process of preserving a body after death in preparation for the afterlife.</p>

	<p>papyrus -A plant that grew on the banks of the Nile. It was used as an early version of paper.</p> <p>Pharaoh -The supreme ruler of all of Ancient Egypt. physical features natural features of land. pyramids -Large tombs built for the Pharaohs.</p> <p>polytheists -worship of or belief in more than one god.</p> <p>sarcophagus - large stone box that held a mummy's coffin.</p> <p>Tutankhamun -Youngest Pharaoh, famed for his burial tomb in the Valley of the Kings.</p> <p>Valley of the Kings -The location where Tutankhamun was buried.</p>
Session 1	To find out when and how Ancient Egyptians lived and worked
Session 2	To understand what was important to the Egyptians in Ancient times
Session 3	To explain the ancient Egyptian process of mummification
Session 4	To explore the discovery of Tutankhamun and understand how evidence can give us different answers about the past.
Session 5	To compare Egyptian society to that of other civilizations.
Session 6	To explain the achievements of the Ancient Egyptians and their impact